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ABSTRACT

This curriculum guide contains seven Future Farmers of America (FFA) units of study for secondary students. The units focus on developing students' potential for leadership, personal growth, and career success through agricultural education. Each of the instructional units includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the instructor, extension and options, information sheets, student supplements, transparency masters, instructional supplements, activity sheet, assignment sheets, job sheets, written tests, and answers to assignments and written tests. The units of instruction are designed for use in more than one class period of instruction. The instructional supplement provides suggestions for teaching the basic skills included in each assignment. The guide also contains information for the teacher on measuring student performance gains and the required criteria for a competency-based educational program. The units cover the following topics: (1) introduction to FFA; (2) FFA activities; (3) parliamentary procedure; (4) becoming an FFA leader; (5) giving presentations; (6) developing techniques for learning; and (7) quality management skills for student organizations. Academic skills training is combined with vocational training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused into the materials about FFA: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (KC)

ED 380 607

LEARN
GROW
BECOME

Oklahoma Department of Vocational and Technical Education Stillwater, Oklahoma

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FFA: Learn, Grow, Become

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FOREWORD

The FFA is a national organization of over 425,000 members preparing for leadership and careers in science, business, and the technology of agriculture. The organization has more than 7,000 local chapters located throughout the United States, Puerto Rico, Guam, and the Virgin Islands. FFA's mission is to make a positive difference in the lives of students by developing their potential for **premier leadership, personal growth, and career success** through agricultural education.

FFA members are at a definite advantage. They possess the knowledge, skills, and experiences they need to succeed. For them, leadership is a way of life. Whether serving as a chapter officer or on a career development team, FFA members develop the self-confidence, teamwork, and decision-making skills not taught in other classrooms. They learn to excel.

Learning becomes exciting when students enter agricultural education. Facts and figures come to life through hands-on instruction in plant, animal, and environmental sciences. Computers and microscopes help students learn about the latest technological advances in agriculture and they apply scientific and business principles to real-life situations.

Times change: new technologies appear daily, tomorrow's jobs demand more highly skilled workers, and Americans face tougher competition from abroad. But when FFA members discover their potential as individuals and as leaders, they know they can make a positive difference in their homes and communities.

Achieving their dreams demands strong leadership. By emphasizing **premier leadership, personal growth, and career success,** FFA and agricultural education provide young people today with the edge they need to succeed in a changing world. That can make all the difference.

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Claire Zevnik-Hart
Technical Communication Specialist

USE OF THIS PUBLICATION

INSTRUCTIONAL UNIT

FFA: Learn, Grow, Become contains seven units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, Suggested Activities for the instructor, Extension and Options, Information Sheets, Student Supplements, Transparency Masters, Instructional Supplements, Activity Sheet, Assignment Sheets, Job Sheets, Written Tests, and answers to Assignment Sheets and Written Tests, all of which are included in the instructor's edition. The student workbook includes the Objectives Sheets, Information Sheets, Student Supplements, Transparency Masters, Activity Sheets, Assignment Sheets, and Job Sheets. Written Tests may be duplicated for classroom use.

All of the unit components tie into measurable and observable learning outcomes. Instructors are encouraged to supplement these components with other resources in order to make them as responsive to local conditions and individual needs as possible.

Most units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following:

- Amount of material that can be covered in each class period.
- Skills that must be demonstrated.
  - Supplies and equipment needed
  - Amount of class time needed for demonstrations
  - Amount of time needed for student practice
- Supplementary materials, including print and non-print media, that must be ordered.
- Resource people who must be contacted.

Instructional Supplement — Instructor's Edition only

The Instructional Supplement provides suggestions for teaching the basic skills included in each Assignment Sheet or Job Sheet. It is located directly in front of Unit 1 and contains information for the entire book.

Objective Sheet

The Objective Sheet summarizes each unit for the student and the instructor. The Objective Sheet includes the following sections:

Introduction - This section introduces students to the unit topic and its importance to them. The introduction also relates the unit to students' experiences and their "need to know"; it helps capture their interest and focus their attention on the specific topic.

Unit objective - The unit objective states the overall goal of the unit. It identifies what the student will be able to do after successfully completing the unit, as well as the standards used to measure student performance.

Specific objectives - The specific objectives outline the teaching sequence of the competencies required to reach the unit objective.

The specific objectives on the Objective Sheet should be emphasized to all students at the start of each unit and throughout the teaching/learning process. This will help answer student questions about performance requirements for each unit. Specific Objectives can also assist instructors in determining teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective can best be taught.

Instructors should feel free to modify, delete, or add objectives to meet the needs of students and the community. When objectives are added, the instructor should remember to provide the needed Information, Assignment, and/or Job Sheets, and criterion-referenced test items.

Suggested Activities – Instructor's Edition only

The Suggested Activities section assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery, application, and evaluation during the instructional process. The instructor should read the Suggested Activities prior to introducing the unit to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

References used in the development of each unit are listed in the unit references section. Print and non-print media that may be used to teach the unit can be found in the optional resources section. These materials can be used by the instructor to supplement his or her knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Extensions and Options – Instructor's Edition only

Extensions and Options are supplemental material that is not testable or graded and is nice-to-know. Extensions and Options provide the instructor with additional activities, fact sheets, art, controversial items, and extra practice sheets. They may also include items for the gifted or remedial student. Extensions and Options are used at the discretion of the instructor.

Information Sheets

The Information Sheets provide "must know" content essential for meeting the cognitive objectives stated at the beginning of each unit. They serve as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective.

Students should read the Information Sheets before they are discussed in class. Space is provided in the margins for students and instructors to add notes that clarify and/or expand on the information provided.

Information Sheets may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. **Notes** are short verbal additions to the Information Sheet that provide nice-to-know and decision-making information. A note may tell the student what to watch for or to consider at a given step. It may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and do it more efficiently. **Cautions** are advisories that tell the student how to avoid causing minor personal injury or equipment damage. **Warnings** are advisories to the student used to avoid serious personal injury or death to the student, persons in the workplace, or users of the project or the procedure.

Student Supplements

Student Supplements include instructions that could be used for solving problems or reinforcing the enrichment of learning. The information presented in a Student Supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the Assignment or Job Sheets. While supplements are not tested over directly, they may be used to assist in meeting the performance objectives.

Transparency Masters - Instructor's Edition only

Transparency Masters provide information in a special way. The students may see as well as hear the materials being presented, thus reinforcing the learning process. Transparencies may present new information, or they may reinforce information presented in the Information or Assignment Sheets.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the student's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Activity Sheets

The purpose of Activity Sheets is to provide activities which support several objectives. Activity Sheets vary greatly in their number and design from unit to unit. Some Activity Sheets deal with the student's attitudes and beliefs. These may ask rather personal questions and are only intended for each student's personal use. Some Activity Sheets may require the student to monitor his or her own actions or other personal variables over a period of time. Answer sheets may or may not be included. Activity Sheet answers are in the instructor's edition.

Assignment Sheets

Assignment Sheets provide students with information and exercises that address learning levels at or above the application level of Bloom's taxonomy. Assignment Sheets provide written exercises for instruction and practice of a specific objective. The introduction to the Assignment Sheet explains how the Assignment Sheet relates to the subject area and unit component for such information.

Job Sheets

Job Sheets are another important segment of a unit of instruction. The Job Sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

The instructor should demonstrate the procedure outlined in each Job Sheet. Furthermore, the instructor needs to localize the procedure according to the equipment and supplies available in the local lab or school situation. Job Sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Written Tests – Instructor's Edition only

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. If objectives have been added, deleted, or modified, appropriate changes should be made on the test.

In order to measure and document student competency gains as required by the latest Carl Perkins regulations and as outlined in the Oklahoma-developed system of standards and measures, it is *absolutely essential* that the same test be used as a pretest and as a posttest. If you choose to use tests other than the ones included herein, be sure that the same instrument is used for each activity–pretest and posttest.

A detailed explanation of the Oklahoma plan for standards and measures and the Carl Perkins requirements is included in the CIMC publication, *Measuring Learning & Competency Gain: The Pretest/Posttest Approach.* This booklet and accompanying software, designed to assist in calculating and recording student gains, are available to all vocational teachers through the school's vocational testing liaison.

Answers – Instructor's Edition only

This component is designed to assist the instructor in evaluating student performance on Assignment Sheets and Written Tests.

PAGE NUMBERING

Each unit in ***FFA: Learn, Grow, Become*** will be recognized by the unit number in Arabic numbers. Each unit in the publication begins with page 1. Each page number gives the component name, book title, unit number, and page number within the unit. Since CIMC publications are loose-leaf, this system of page numbering was recently adopted so that pages from different manuals would not get mixed up. The page number for the Objective Sheet in **Developing Techniques For Learning**, which is Unit 6, would look like this:

> OBJECTIVE SHEET - **FFA: Learn, Grow, Become**
> **CIMC** - 6 - 1

METHODS OF DISSEMINATING MATERIAL

For best results, provide student materials for each student. Student workbooks contain Objective Sheets, Information Sheets, Student Supplements, Transparency Masters, Activity Sheets, Assignment Sheets, and Job Sheets. Students should be allowed to take their materials home at the end of the course.

TEACHING METHODS

Keeping students motivated is a challenge. Supplement the objectives by providing the "why," personal experiences, and current information. If you are going to teach the material in a group setting, prepare for the unit by deciding the best way to teach each objective and allow for student input.

If you are going to follow the plan for individualized instruction, provide opportunities that will allow each student to become involved in planning for and being responsible for his or her own education.

BASIC SKILLS IN CURRICULUM

The CIMC has always been mindful of the importance of reinforcement (and sometimes remediation) of students' academic skills as they progress through vocational training, and has always included activities in its materials to enhance and promote use of these skills.

Recent state and federal legislation mandates vigorous basic skills development in vocational education in the wake of demands by industry that workers *must* be academically, as well as technically, competent, given the nature of the highly complex workplace. In response, the CIMC has taken the following steps to document that, indeed, the instructional materials *do* combine academic skills training with the vocational training. In addition, concerted efforts have been made to "beef up" or enhance the basic skills instruction already present. Following is a brief description of those processes.

Basic Skills Icons and Enablers

To assist teachers and students in identifying activities that promote basic skills development, the CIMC has implemented a marking system that uses simple graphic symbols, or icons, and a list of specific tasks, or enablers, to identify the basic skill or skills called for in each Job or Assignment Sheet.

Each of the nine broad skills areas—reading, writing, mathematics, science, oral communication, interpersonal or relating, creative thinking and problem solving, employability, and social studies—is represented by an icon presented below.

Reading

Science

Creative Thinking/ Problem Solving

Writing

Oral Communication

Employability

Math

Interpersonal or Relating

Social Studies

When an activity involving one of these basic skills is identified, the corresponding icon is placed in the left-hand margin of the Job or Assignment Sheet. The basic skills training is further defined by retrieving the specific, or enabling, skill that is required by consulting a list of over two hundred and fifty enablers that has been compiled and grouped with each general basic skill. This enabling skill is placed directly below the icon.

As an example, an exercise that requires a student to conduct library research would make necessary the use of specific reading comprehension and research and reference skills. The basic skills that the exercise promotes would be depicted in the left-hand margin as follows:

ASSIGNMENT SHEET

PLANNING LIVING SPACE FOR HUMAN NEEDS

1

Name ______________________________ Score __________

OBJECTIVE 10

Define personal territory.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions
- Use content area vocabulary

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

- As discussed in Objective 1, each person has an invisible "space bubble" or comfort zone. A comfort zone is the space between oneself and others that brings a feeling of well-being. When one's comfort zone is crowded or invaded, discomfort often results. Therefore, personal territory needs should be a prime consideration when planning living space.
- For each of the following situations, draw your estimated comfort zone around the figures provided.
- Indicate how many inches from your body the comfort zone extends.
- Consider how that comfort zone changes in different situations. Answer the questions that follow.

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Instructional Supplement

The Instructional Supplement is a tool for the instructor to use in helping students apply the basic skills in Assignment Sheets and Job Sheets. Some supplements are appropriate for use with all students; some are for use only with those students who do not understand the academic skills called for in the exercise.

MEASURING STUDENT PERFORMANCE GAINS

When you examine this book, you will notice that separate written pretests are no longer included in the units of instruction. Each CIMC unit now contains only a single Written Test. This test should be used as **both** pretest and posttest by giving it once before students start a unit and again when they have completed the unit.

The reason for using a single instrument as both pretest and posttest is so that direct comparison of each student's competencies before and after instruction can be made accurately. This comparison enables precise calculation, documentation, and evaluation of student **performance gains**.

Accurate performance gains analysis is an important requirement of the new Carl Perkins legislation for vocational education. Teachers can make an important contribution to the performance accountability mandated by the new federal legislation by carrying out accurate performance gains analysis for their students and making this data available to students, parents, and administrators.

This analysis is easy to do and requires only simple calculations and record keeping. Detailed information regarding performance gains analysis is contained in the CIMC publication, *Measuring Learning & Competency Gains: The Pretest/Posttest Approach.* In addition, the CIMC has developed a computer program, CARL, which will perform all necessary calculations and will print out a record form of all information required for gain score analysis. Copies of CARL and the publication are available through your local testing liaison (in Oklahoma) or from the CIMC at 1-800-654-4502.

REQUIRED CRITERIA FOR A COMPETENCY-BASED EDUCATION PROGRAM

Criterion	Discussion	CIMC component meeting criterion
1. Instruction is based on clearly-stated learning objectives that are: a) observable and measurable, and b) communicated in writing to students before instruction begins.	Learning objectives drive CBE. Objectives are the "competencies" that learners must achieve. Each objective must clearly state what *learners* must *do* to demonstrate acquired skill or knowledge. Verbs in learning objectives are active and precise, stating the exact performance expected of learners. The objectives should also specify the standard or level of performance required. Objectives can be at any level of Bloom's Taxonomy and can include the cognitive, psychomotor, and affective domains. Higher-order cognitive skills should be included.	Objective Sheet
2. Instruction is aligned with the stated learning objectives	In CBE, the objectives specify what is taught. "Content" should relate to one or more objectives. The curriculum should cover all objectives with relevant information.	Information Sheet
3. There is a student evaluation system that is: a) criterion-referenced, and b) aligned to the learning objectives and the curriculum.	In CBE, the aim is to bring the performance of *all* learners up to a pre-defined standards and competencies. Learners work on each competency until they achieve "mastery"; the evaluation system should test and record this mastery. Learners can restudy and retest as often as needed. Specific remediation activities should also be available to learners when needed. The evaluation system focuses on what each student has achieved, not on what the instructor has "taught." The "constant" in CBE is student performance; the "variables" are time and resources. (This differs from traditional systems where learners get one chance at mastery; some succeed and some fail. In such systems, time and resources are constant and student achievement is variable.) If an evaluation is criterion-referenced, successful learner performance is defined by (or *referenced* to) mastery of pre-set objectives and standards (or *criteria*): there must be a careful match (or *alignment*) between what the student should master (objectives), what is taught (curriculum), and what is tested. Objectives, curriculum, and evaluation system must all match.	Written Test and Job Sheet/Skill Test

Criterion	Discussion	CIMC component meeting criterion
4. There is an observable management system of cognitive skill practice that provides for, promotes, and documents mastery learning.	For both cognitive and psychomotor skills, a CBE program must have a system of maintaining records of which skills and activities each learner has completed, which ones are in progress, and which ones have not yet been completed. Completion means "mastery"; no skill is completed until the learner has achieved the mastery level. The record system should promote feedback on student skill attainment to *both* instructor and learners, provide for remediation as needed, and encourage reevaluation of learner performance until mastery is achieved. Appropriate remediation strategies often should consider learning styles and other individual differences among learners. Learners should work on skills and activities until they achieve mastery. They should not be "passed on" without mastery. While learners may move ahead and work on other skills (i.e those for which all prerequisite skills have been mastered or those without prerequisites), work should also continue on the skills still requiring mastery. Students should not attempt higher-order skills until all prerequisite skills are mastered.	Assignment Sheet
5. There is an observable management system of psychomotor skill practice that provides for, promotes, and documents mastery learning.		Job Sheet/Skill Test
6. Skill mastery records are maintained for each learner, and learners have access to and make use of these records to monitor their skill acquisition.	Records should clearly indicate the skills each learner has mastered. One such record should profile or list the competencies that have been mastered and those to be mastered. Other performance indicators can be added and kept in a portfolio for each learner. Learners should have ready access to their portfolios to monitor their own progress in skill mastery and competency attainment.	Competency Profile

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with materials that are accurate and effective. Although the CIMC strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected page and to indicate the correction on the copy. Mail this information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Coordinator of Development
Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and
Technical Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074-4364

For a free catalog, a list of new publications, or other instructional materials information call 1-800-522-5810, extension 589.

RESALE

FFA: Learn, Grow, Become

Instructional Supplement

Reading

Science

Creative Thinking/
Problem Solving

Writing

Oral
Communication

Employability

Math

Interpersonal
or Relating

Social Studies

READING

Reading Comprehension

- If students have difficulty gaining factual information:
    - Remind students that they probably read for many reasons. One of these reasons is to learn new information. The reason you have for reading helps determine the way you read.
    - Have students discuss the different techniques they use when reading. Lead the discussion so that students realize that, when they read for fun, they may read quickly; they may skim some parts and read others more carefully. Reading for facts requires more care.
    - Suggest that one technique found to be successful includes the following steps:
        - Identify in advance what it is you want to learn. Be certain that before starting to read, you have a clear understanding of what you want to accomplish. It sometimes helps to list the questions to be answered.
        - If the material to be read includes a table of contents, study it to get an understanding of how the material is organized.
        - Scan through the material noting headings, highlighted information, illustrations, etc.
        - Read the material carefully. Take notes or highlight as you read, listing or marking the information you want to learn. Note key words and ideas.
        - Study your notes/highlighted material. Ask yourself if you found all you wanted to learn. If not, read the material again or locate another source for the information.
    - Tell students that they should find a personal technique for reading to learn factual information.
- If students have difficulty drawing conclusions:
    - Remind students that when they analyze a situation, perform a job task, or even discuss a television show or movie, they will often be asked to demonstrate understanding by telling what happened and explaining why it happened.

- ☐ Provide opportunities for students to practice drawing conclusions by describing events, such as a group of people crowded around a table that has a decorated cake with lighted candles on it, and asking them to decide what is happening. Have them explain why they reached that conclusion.

- ☐ Provide opportunities for students to practice drawing conclusions. Present students with descriptions of events, or with photographs or drawings, and ask them to describe what is happening. Ask the student(s) to support each response.

- ☐ Remind students that before they can draw conclusions, they must carefully observe what is happening and think about why it is happening. In more complex situations, it is often a good idea to take notes about possible conclusions as you work.

Research and Reference

- If students have difficulty selecting useful resources:

  - ☐ Review the different types of resources available to students. Have volunteers tell what kind of information can be found in each resource type. Have them discuss the types of projects on which each resource can assist.

  - ☐ Help students learn how to locate each resource in libraries, resource centers, or media centers.

- If students have difficulty locating resources:

  - ☐ Review the different types of resources available to students. Have volunteers tell what kind of information can be found in each resource type. Have them discuss the types of projects on which each resource can assist.

  - ☐ Have students volunteer to tell how they would locate the resources discussed. (Be sure they know how to locate each resource in libraries, resource centers, or media centers.) Discuss the use of the library's card catalog or its computerized location system.

- If students have difficulty using standard references:

  - ☐ Review the purpose(s) of the specific reference work. Give examples of situations and the reference appropriate for each.

  - ☐ Illustrate the proper use of each reference work. Have students practice using each reference in a task-specific situation.

Functional Reading

- If students have difficulty following written instructions:

  - ☐ Discuss the possible consequences of not following instructions precisely.

  - Review the *importance* of following written instructions. Give appropriate scenarios when written instructions are not followed or are not followed completely and correctly.

  - Discuss the *relationship* between the order of written instructions and the appropriate outcome. Emphasize the need to follow written instructions in their proper order. Use examples where the order of instructions in a sequence is critical to the outcome of the task.

  - Explain to students that one of the keys to following written directions successfully is to read the directions completely before actually beginning to follow them. Doing this ensures that you will not be surprised as you work through the steps. It also gives you an opportunity to ask questions about steps you do not understand.

  - Tell students that, after they have read the directions and understand what to do, they should go back to Step 1 and follow the directions step-by-step (without skipping any steps). Remind students that it is important to follow steps in order, even if they think they already know what to do.

- If students have difficulty using content area vocabulary:

  - Remind students that nearly every occupation or group uses words that have specific, specialized meanings to others in the same occupation or group. Have them name and define some content area, technical, or "slang" words with which they are familiar.

  - Explain that using content area or technical words makes it easier for people within groups or occupations to communicate ideas accurately. Remind students that often the same word may have a generic meaning to the majority of people, but a very specific meaning within an industry.

  - Review key terms and concepts, so that students hear, see, write, and say them.

  - Have students suggest ways to learn the meanings of the vocabulary specific to what they are studying. Provide opportunities for students to practice using the terminology they will need.

- If students have difficulty reading aloud:

  - Explain the difference between *talking* and *speaking*. Speaking involves using effective verbal skills (such as proper diction, grammar, pronunciation) as well as effective nonverbal skills (such as visible body movements, facial expressions and gestures, and posture) to communicate a message.

  - Review the phases of communication:

    - Speaking – Using verbal and nonverbal expression to transmit a message to a receiver for a particular purpose

☑ **NOTE:** The speaker must use effective verbal skills (proper diction, grammar, pronunciation) as well as effective nonverbal skills (visible body movements, facial expressions and gestures, posture) to communicate a message.

- ► Listening – Receiving, processing, and evaluating verbal and nonverbal message expressed by sender for a particular purpose

☑ **NOTE:** Receiving, processing, and evaluating the speaker's message involves staying alert, resisting distractions, noting nonverbal cues, and concentrating on what the speaker is saying–rally hearing the speaker's message.

- ☐ Review the elements of proper voice quality when reading aloud: proper pitch, articulation, force, and pronunciation. (Define these elements first.)

WRITING

Language

- If students have difficulty using standard grammar, spelling, and capitalization:
    - ☐ Discuss the importance of using standard grammar and correct spelling, punctuation, and capitalization. Include the fact that it is more difficult to read and understand incorrectly-written materials, and that readers will take correctly-written materials more seriously.
    - ☐ List common errors in grammar, spelling, punctuation, and capitalization in materials written by your students. Review this list with the class or with individuals.
    - ☐ Help students to develop a checklist to use as they write, edit, and proofread. Each student can personalize his or her own checklist by adding the items that present the most problems to him or her. If spelling is a problem, suggest that the student keep a personal dictionary of frequently used or misspelled words.
    - ☐ Have students work with partners or in groups and review each others' writing. Allow time for students to discuss the comments with their partners or groups.
    - ☐ Suggest that as students write or proofread their own writing, they circle or mark places where they are unsure of the correct grammar, punctuation, capitalization, or spelling. Provide materials (English grammar/mechanics books or style guides) or class time for students to review, revise, or correct their writing.

- If students have difficulty stating ideas clearly:
  - Remind students to determine in advance the ideas they want to convey and the audience they want to reach. Audience analysis is very important in presenting ideas clearly and appropriately.
  - State that audience analysis begins early, such as when students are doing their research. They must describe their intended audience and decide how to best present their ideas to that audience. Options for communicating with the audience include written reports, charts, graphs, diagrams, etc. Explain how the audience influences the way in which the information is presented (such as very simple text with pictures, for children; a great deal of background information, for people who know nothing about or very little about the subject; or, little background but more complex information, for experts).
  - Have students work with a partner or in a small group. Provide time for them to share ideas with each other and make suggestions for making ideas clearer.
  - Remind students that careful preplanning and the use of correct grammar, spelling, punctuation, and capitalization are especially important if their ideas are to be clearly understood by the intended audience.

Composition

- If students have difficulty using complete sentences:
  - Remind students that complete sentences should be used in all writing assignments requiring paragraphs. Discuss what makes a group of words a sentence. Have students practice recognizing complete sentences using either exercises from any grammar/language arts text or self-prepared sentence activities.
  - Have students volunteer to compose complete sentences using words or topics you suggest. Write the sentences on the board. Have other students analyze the sentences to determine if they are complete. If not, have a volunteer rewrite them as complete sentences.
  - Review the definition of "sentence fragment."
  - Ask students for the three things needed for a complete sentence: subject, verb, and complete thought.
  - Create samples of complete sentences and sentence fragments. For each sample, ask students whether each is a complete or fragmented sentence. Ask whether each sample answers the questions "who or what did something?" and "what happened?" For those samples identified as sentence fragments, ask students for one or more ways of completing the sentences. Continue until you are sure that students are comfortable with this method for determining if a sentence is complete.

  - ☐ Stress the importance of using complete sentences in all "sentence or paragraph" style writing.

- If students have difficulty developing preliminary outlines:

  - ☐ Remind students that the outline serves as the framework or skeleton for their essay, report, etc.

  - ☐ Tell students that the outline is a starting point. It should be used to help them develop the flow of their project and serve as a guide for the writing that will follow. It does not have to be long or detailed. It should cover the main points to be covered in the essay, report, etc.

- If students have difficulty using topic sentences:

  - ☐ Remind students that paragraphs usually tell about one main idea and that most paragraphs should have a topic sentence that identifies the main idea. Even though the topic sentence is often the first sentence in the paragraph, it does not have to be. However, it should tell readers what they will read about and make them want to continue reading.

  - ☐ Have students volunteer to compose topic sentences using main ideas or topics you suggest. Write the sentences on the board. Have other students analyze the sentences to determine if they are topic sentences. If not, have a volunteer rewrite them.

  - ☐ Stress that writing good topic sentences makes their writing clearer and easier to read and understand. It also can help them keep their thoughts organized.

  - ☐ Review the characteristics of a paragraph: develops one main idea, contains a topic sentence, and is indicated by an indented first sentence.

  - ☐ Review the characteristics of a topic sentence: it usually appears as the first or second sentence in a paragraph, although it may appear in the middle or at the end; it tells the reader what the paragraph is about; and it is developed (expanded) by the other sentences in the paragraph.

  - ☐ Have students practice identifying the topic sentence in sample paragraphs. Ask them to support their choices in each case. (Choose sample paragraphs in advance that have topic sentences in different positions within the paragraph.) For each topic sentence identified, show how the topic sentence is developed by the other sentences in the paragraph.

- If students have difficulty using introductory/closing paragraphs:

  - ☐ Review the purposes of the introductory paragraph: to state what the composition is about, and to create interest. Explain that the introductory paragraph may begin with a question, a direct statement about the topic, or general background information. Discuss samples of introductory paragraphs.

- Compare the terms "topic sentence" and "thesis statement" in terms of their purposes and positions within the introductory paragraph. Point out that topic sentences are broad, general statements, while the thesis statement is a very specific statement of what the composition is about (the main idea). While the topic sentence may appear in different places in a paragraph, the thesis statement is the last sentence in the introductory paragraph.

- Review the purpose of the closing paragraph: summarizing what has been said in the body of the composition. Explain that in the closing paragraph, the writer may ask a question, take a stand, present an opinion, or rephrase the main idea (thesis statement). Point out that students should never include new ideas in the closing paragraph. Discuss samples of closing paragraphs.

- If students have difficulty composing reports:
  - List the steps that students should follow when composing a report. These steps should include the following:
    - Identify the topic to be researched.
    - Decide what you must know about the topic. Then, write the questions that, when answered, will tell you what you want to know.
    - Identify sources of information for answering your questions.
    - Take notes, using the sources identified.
    - Write the report from your notes. Write a first draft, then edit and revise the draft by asking if it contains all of the information needed.
    - Proofread the final draft for spelling, grammar, format, and any special requirements.
  - See also the instructional supplements for "Research Skills."

- If students have difficulty composing essays:
  - List the steps that students should follow when writing an essay. These steps should include the following:
    - Identify the topic and the audience.
    - Decide what you must know about the topic. Then, write the questions that, when answered, will tell you what you want to know.
    - Identify sources of information for answering your questions.
    - Take notes, using the sources identified.
    - Write the essay from your notes. Write a first draft, then edit and revise the draft by asking if it contains all of the information needed.

    - Proofread the final draft for spelling, grammar, format, and any special requirements.

    - Make sure that the essay presents ideas clearly for that audience.

- If students have difficulty proofreading and editing:

  - Remind students that successful writing involves a step-by-step process of planning, composing, revising/editing, and proofreading. Explain that during the editing and proofreading stages, students should revise their first draft so that it says exactly what they want it to say. It is revised for clarity, organization, grammar, spelling, and mechanics. Suggest that, as students read what they have written, they should ask themselves if the reader will know what they are trying to say.

  - Help students develop a checklist to use while revising, editing, and proofreading. Each student can personalize the checklist by adding the items that present the most problems to him or her. If spelling is a problem, suggest keeping a personal dictionary of frequently used or misspelled words. Remind students to add any problem words to their dictionaries.

  - Suggest that as students write or proofread their own writing, they circle or mark places where they are unsure of the correct grammar, punctuation, capitalization, or spelling. Provide materials (English grammar/mechanics books or style guides) or class time for the students to use to review, revise, or correct their writing.

  - Present the standard proofreader's/editor's marks and discuss their use in the workplace. Create exercises for students to practice using these standard marks.

- If students have difficulty constructing graphics and symbols:

  - Remind students that interpreting a graphic is very similar to reading a page. Each part of the graphic or symbol has a meaning within the art.

  - Suggest that, when they have a graphic, chart, diagram, or table to interpret, they should carefully study the art and compare it to any similar pieces encountered. They should also study the key or any other information that will help in understanding the graphic.

  - Review the symbols being used. Discuss the purposes for each symbol. Discuss the importance of memorizing the symbols.

  - Discuss sample graphics and the purposes for each. Create or locate other examples of graphics and ask students to interpret them.

  - Explain the importance of correctly interpreting graphics and symbols. Describe possible consequences of incorrect interpretations.

Research

- If students have difficulty taking notes:
    - ☐ Remind students of the importance of note-taking to the preparation of the final product. Explain that, because notes are for the student's own use, students should develop their own note-taking style. It will also be easier to prepare the final product if students take notes in their own words (instead of copying directly from the original source).
    - ☐ Have students volunteer to discuss some of their own note-taking techniques. Suggest that others may wish to experiment with some of these techniques.
- If students have difficulty using note cards:
    - ☐ Distinguish between note cards and reference cards: *Note cards* allow the writer to record all of the information needed to produce a report or essay without making multiple trips to a library or other resource center. *Reference cards* record bibliographic information about the sources used for note cards. (One reference card may be created for a number of note cards.) Describe a scenario involving the use of note cards and reference cards to produce a report or essay.
    - ☐ Identify types of information that can be recorded on *note cards*: direct quotations, paraphrases, summaries, facts and figures, statistics, and others. Define each type, if needed.
    - ☐ Identify types of information to be recorded on *reference cards*: author (first name, last name, middle initial), editor (if there is one), source title and edition, place of publication, name of publisher, date of publication, and other information (such as volume number, etc.).
    - ☐ Provide some basic guidelines for using note cards and reference cards:
        - ▸ Use small, lined index cards (such as 4"X6") in order to limit the amount of information recorded on each card. (Larger cards may not force you to limit your information.)
        - ▸ Determine the types of information required by the audience; conduct audience analysis before beginning research.
        - ▸ On each note card, note only one item of information (one quote, one fact, one paraphrase, one summary, etc.).
        - ▸ On each reference card, write the author, source name and page number. (You may have multiple note cards relating to each reference card.) This information is very important; you must credit the author for any direct quotations, paraphrases, or data used. Follow any required standard for creating bibliographies, such as the Gregg Reference Manual, the APA manual, and others.

    - Use a numbering system to organize note cards and to relate them to reference cards.

Functional Writing

- If students have difficulty completing forms and records:
    - Remind students to first decide what information is being requested. Examine the structure of the forms used. This saves time by identifying the needed information so that time will not be spent on unwanted information.
    - Tell students to plan responses carefully before putting them in a final form. If the responses call for sentence or paragraph information, it is always a good idea to write the response in rough draft form, then edit, proofread, and rewrite the draft in a final form. Stress the importance of accurate, legible records.

MATHEMATICS

Operation and Calculation

- If students have difficulty calculating with whole numbers:
    - Review basic skills in addition, subtraction, multiplication, and division.
    - Review mathematical terminology. (For example, "compare" indicates that you must subtract.)
    - Suggest the use of a calculator to check answers.

Math Application

- If students have difficulty selecting and applying mathematical formulas:

  Review basic math formulas and math skills with the class or with individual students as necessary.

  Remind students that basic math skills are used daily in such ways as counting change and paying for purchases. Remind them that they use basic mathematical formulas, such as addition and subtraction, to figure their wages and to balance their checkbooks.

Data Analysis and Display

- If students have difficulty collecting/recording data:
  - ☐ Suggest that students first decide how the data will be collected and recorded. Explain that it is always best to come prepared with pencil or pen and a preplanned sheet for recording the specific data that will be collected. This preparation allows you to devote careful attention to your work.
  - ☐ Stress the importance of accuracy in recording data. Review any appropriate symbols, abbreviations, and other tools.
- If students have trouble constructing graphs:
  - ☐ Remind students that graphs are simply visual displays of information.
  - ☐ Provide students with examples of graphs and explain what they represent. Use several different types and styles of graphs to give students exposure to the different types available. As a group, have the students construct a simple graph using date such as test scores or daily high and low temperatures.
  - ☐ Display samples of different types of graphs in the classroom so the students become familiar with the appearance of a graph.

ORAL COMMUNICATIONS

Oral Presentation

- If students have difficulty making informative presentations:
  - ☐ Emphasize the value of carefully plan what students want to say and how they want to say it.
  - ☐ Name an audience and a topic. Have students discuss ways to make an informative presentation to the audience about a given topic. Have them think about ways of relating the topic to the audience. Ask them how they would change the presentation if the audience were different.
  - ☐ Remind students that visual or audio materials sometimes help make presentations more informative and easier to understand.
- If students have difficulty using good speaking techniques:
  - ☐ Demonstrate good speaking techniques: speak in a voice loud enough to be heard, but not loud enough to be offensive.

  - Suggest that students practice before doing the actual presenting. Practicing in front of a mirror helps many presenters.
  - Discuss the importance of knowing their data so that the speech is smooth, without long pauses or frequent "uh's." Remind students to stress important facts by slowing down or speaking louder. It is also good to repeat or summarize important points.

- If students have difficulty selecting/using words effectively:
  - Remind students that using a variety of words and using specific words makes a speech more interesting and meaningful.
  - Remind students that words can have different meanings to different people, so they should choose their words carefully.
  - Ask students to close their eyes and visualize as you say certain words and phrases. Ask them what each word or phrase makes them see or think. Choose a variety of words and phrases, such as gigantic, heroic, waterlogged, enthusiastic crowd, aquamarine water, etc., that will bring vivid images to mind. Tell them that this demonstrates the power of the word.
  - Remind students of the power of the word and the effect word selection can have on the overall effect of their speech. Have them explain how these different word choices can change the meaning of a sentence. Use sentences such as "The audience at the concert, mostly wild, unruly, teens and gang members, caused a riotous disturbance" or "The audience composed of enthusiastic teens showed their enjoyment by singing and dancing in the aisles.
  - Tell students that portions of some speeches are quoted long after the initial speech. Ask them to give examples of some famous quotes they remember.
  - Remind students that choosing the correct words for their speeches can enhance their presentation.
  - Remind students that a thesaurus is a helpful tool for selecting words.

- If students have difficulty using effective body language:
  - Remind students that sometimes body language says as much as, or more than, the words used. Have them discuss or demonstrate their knowledge of body language.
  - Discuss the importance of conveying the appropriate message when making oral presentations. Have a volunteer demonstrate body language that says "I am confident; I know what I'm talking about and should be listened to."
  - Discuss how body language is used in skits and in mime to convey the appropriate meaning.

- If students have trouble presenting an appropriate appearance:
  - ☐ Remind students that their appearance will have an effect on the overall perception of their presentation and that a professional appearance conveys the message of competence and confidence.
  - ☐ Ask students how they would view a person speaking on "dressing for success" who wore a ragged shirt, dirty jeans, and old tennis shoes.
  - ☐ Remind students that in the business world, they will probably be required to wear professional dress when making presentations.
- If students have difficulty integrating audio and/or visual materials in oral presentations:
  - ☐ Explain that audiovisual materials should support and reinforce the organization and content of an oral report.
  - ☐ Give examples of audiovisual materials and instances in which each could be used effectively.
  - ☐ Review some basic guidelines for using audiovisual materials:
    - ▸ Use the appropriate materials for the purpose.
    - ▸ Be familiar with each item used.
    - ▸ Use audiovisual materials to support and reinforce the organization and content of the report.
    - ▸ Avoid using too many audiovisual materials.
    - ▸ Fit the materials naturally into the presentation.
    - ▸ Prepare high-quality audiovisual materials.

Listening

- If students have difficulty applying active listening skills:
  - ☐ Remind students that they spend much of their time listening to what other people are saying. Ask them if they have ever tried, unsuccessfully, to remember what someone said. Explain that this happens to almost everyone. Ask why they think this happens.
  - ☐ Discuss the importance of listening carefully and attentively to conversations, discussions, and interviews. Explain that students should always have a purpose for listening and should always keep that purpose in mind while listening. Suggest that they take notes or record interviews or discussions that they need or want to remember or use later.

    - Encourage students to become familiar with the subject matter before communication begins.
    - Have students practice listening to and repeating information.
    - Present some helpful guidelines for effective listening, such as being ready to listen, focusing on the speaker, and maintaining eye contact with the speaker.

Interactive Communications

- If students have difficulty applying questioning techniques:
    - Remind students to plan in advance what they want to ask during an interview by deciding what they need to learn from the interview.
    - Explain that it is always good to have a written list of the questions to be asked, so that important questions are not omitted. Give examples of such questions.
- If students have difficulty conducting interviews:
    - Remind students to always either record the interview in detail or take notes, instead of relying on memory.
    - Discuss the importance of being prepared for an interview. Suggest that students always take a written list of questions to ask.
    - Remind students to thank the person being interviewed, after the interview. For additional suggestions, see the section on questioning techniques.

INTERPERSONAL OR RELATING

General Relating

- If students have difficulty participating in group activities:
    - Remind students of the importance of cooperation and compromise when working in groups. Ask them what would happen to their favorite sports team or musical group if one of its members decided not to do his or her share.
    - Discuss possible methods of settling disputes or arguments in groups. Emphasize the importance of listening skills.
    - Give examples of types of groups with which students can expect to interact throughout their personal and professional lives.

- If students have difficulty identifying personal values/attitudes:
  - Define personal values and attitudes. Give examples of how everyone has beliefs, values, and attitudes that are formed as they grow up, and how these often change as the person encounters new experiences, new friends, new jobs, etc.
  - Discuss why it is important for each person to identify personal values and attitudes. Remind students that everyone's personal beliefs should be respected. Have volunteers share some of their personal values or attitudes.
  - Lead discussions on topics to help students think about their beliefs. Do not force students to share personal beliefs. Encourage all students to think about what they believe.

Teamwork/Cooperative

- If students have difficulty identifying values/attitudes:
  - Define values and attitudes. Give examples of how everyone has beliefs, values, and attitudes that are formed as they grow up, and how these often change as the person encounters new experiences, new friends, new jobs, etc.
  - Define core values for an *organization*: core values are fundamental ethical, moral, and professional business beliefs. These beliefs should guide business decisions. Explain that core values also form the basis for a firm's desired personnel and corporate *stakeholder* relationships. (Identify "stakeholders" as persons, groups, or organizations having an interest in your organization and its mission. Ask students for examples, such as boards of directors, advisory councils, owners, stockholders, employees, customers, suppliers, regulatory agencies, communities, unions, and taxpayers.)
  - Discuss why it is important for each person to identify personal values and attitudes. Remind students that everyone's personal beliefs should be respected. Have volunteers share some of their personal values or attitudes.
  - Lead discussions on topics to help students think about their beliefs. Do not force students to share personal beliefs. Encourage all students to think about what they believe.
- If student have difficulty giving/receiving feedback:
  - Explain to students that feedback is simply information and the person receiving it can use the information to improve.
  - Remind students that to improve they need to be aware of their strong and weak points, and they can get this information through feedback.

  - Remind students to give positive feedback to each other. Constructive criticism must be given for feedback to be beneficial. Negative or hurtful comments will not help anyone improve.

  - Explain to students that they will need to be able to receive, as well as give, feedback. It is not always easy to hear what you are doing wrong, but this information can help improve your skills.

  - Remind students that the feedback they give others may apply to them as well. If they listen carefully to others, they may pick up hints and ideas that they can use as well.

  - Give students examples of constructive, positive feedback. For example, if a student uses no gestures while giving a speech, you might say "You might like to use your hands to help emphasize important points" rather than saying "Your speech was rather dull. Why didn't you use some gestures to spice it up?" Tell them that it is good to comment on something done well to balance the areas where improvement is needed. This helps people feel better about themselves.

- If students have difficulty investigating/applying group dynamics:

  - Remind students that there are several roles that seem to appear in most groups. There is usually a leader or a person who takes charge as well as those who are followers.

  - Make sure that students are aware of the roles that are commonly found in groups so they will be able to identify those roles when observing a group at work.

  - Remind students that everyone should have an opportunity to participate in group activities. The leader should keep this in mind and solicit input from the quieter members of the group so all members can feel a part of the group.

  - Go over the information concerning roles found in groups that is presented in the unit on giving presentations. If students are not familiar with the roles, give examples of actions that usually are demonstrated by people in those roles.

- If students have difficulty resolving conflicts:

  - Remind students that resolving conflicts is simply finding solutions to problems. Remind them to consider all sides or points of view and devise the best solution for all parties involved in the conflict or problem.

    - Explain that a lot of time, money, and energy is spent due to conflicts. If solutions can be found and conflicts can be resolved, everyone can benefit.

  - Remind students that resolving conflicts in school or in the workplace is just like resolving conflicts at home or with friends.

- If students have difficulty clarifying goals/objectives:
    - Remind students that we all need goals and objectives in life to guide us and that in school or in the workplace, these goals give us direction.
    - Tell students that goals and objectives provide the roadmap and directions for us to follow in our personal lives, in school, and in the workplace.
    - Tell students that goals should be in written form and should be specific, measurable, and attainable.
    - Remind students that goals need to be realistic yet should not be too easy to achieve.
- If students have difficulty building consensus:
    - Define "consensus." State that, if consensus means "general agreement," then consensus is reached when all of the members of a team or group are willing to accept a decision (even if the decision is not an individual's first choice). Explain that consensus has more to do with listening than with talking. Team members with different viewpoints -- those persons to whom the others should listen -- must be identified in order to understand why they are not in agreement. Consensus cannot be reached without considering these different points of view.
    - Discuss the importance of consensus-building skills to the work of teams. Teams (or groups) must converge on problems, problem causes, best solutions, and other subjects. In addition, consensus must be reached when work is completed, before proceeding.
    - Present questions to be asked by team members to determine whether consensus is reached. Encourage students to write these questions down for reference.
        - Does everyone accept this decision?
        - Are there any differing viewpoints about this decision? (Even if nobody speaks out, the questioner should be alert for non-verbal signs which could signal opposition to the decision.)
        - Can everyone live with this decision? ("Yes" means that consensus has been reached.)
    - Discuss ways in which information can be communicated non-verbally, such as through facial expressions, tone of voice, body position, mannerisms, and movements.
    - Have students demonstrate non-verbal communication using scenarios that you create. Ask those students observing the scenarios to identify what is being communicated.

  - ☐ Research and outline for students the steps in using any of the following "tools" for building consensus: list reduction, balance sheets, criteria rating forms, weighted voting, and paired comparisons.

- If student have difficulty generating ideas:
  - ☐ Remind students not to automatically rule out ideas that are generated. All ideas have some merit and many "wild" ideas may not be as strange as they first seem. They may also cause someone to come up with other ideas that they might not have thought of otherwise.
  - ☐ Explain that during the generation of ideas, you should not try to evaluate the ideas. This step should take place later. As many ideas as possible should be generated before evaluation takes place.
  - ☐ Encourage brainstorming activities where students can throw out ideas as fast as they can think of them.
  - ☐ If some students are too shy to shout out answers in a brainstorming activity, allow them to write their ideas on slips of paper instead.
  - ☐ Tell students to get as creative as possible when generating ideas. You never know what may come up when there are few limitations or restrictions placed on the people generating ideas.

Leadership/Influencing

- If students have difficulty analyzing/applying leadership styles:
  - ☐ Review leadership styles so students will be familiar with the types and general characteristics of each style.
  - ☐ Present examples of people with different leadership styles and let students give their own examples as well.
- If students have difficulty providing positive coaching:
  - ☐ Remind students that we all need to feel good about what we do and that positive coaching can reinforce our strengths.
  - ☐ Tell students that positive coaching can include suggestions for improvement if they are presented in a positive manner.
  - ☐ For more information on coaching and feedback, see item 6.2.6, Giving/Receiving Feedback. Positive coaching and giving feedback are very similar.

CREATIVE THINKING/PROBLEM SOLVING

Cognitive Activities

- If students have difficulty collecting/recording information:
    - Suggest that they first decide how and where the information will be collected and recorded. It is also very helpful to identify how the information will be used. Explain that it is always best to come prepared with pencil or pen and a preplanned sheet for recording the specific information to be collected. This preparation allows you to devote careful attention to your work.
    - Research and outline for students the steps in using any of the following "tools" for collecting/recording information: brainstorming, brainwriting, checksheets, interviewing, and surveying.
- If students have difficulty identifying critical elements/issues:
    - Instruct students to read or examine their sources carefully, noting key words and ideas.
    - Suggest they list the questions they hope to answer.
- If students have difficulty defining a problem:
    - Suggest they examine their sources carefully to determine the problem.
    - Instruct students to use intuitive thinking techniques (brainstorming) to define a problem. Identify the four basic rules for brainstorming:
        - Encourage wild ideas.
        - Do not evaluate ideas.
        - Hitchhike -- build on the ideas of others.
        - Strive for quantity.
- If students have difficulty identifying underlying causes:
    - Introduce "cause-and-effect analysis." Define it as a systematic tool for looking at effects and the causes that create or contribute to them. State that cause-and-effect analysis can be used (1) to identify and verify factors which are causing a problem, or (2) to identify factors that must appear in a successful solution to a problem (effect).
    - Use the following steps for presenting cause-and-effect analysis:

        - Identify the effect to be analyzed. Write it out at one end of a large sheet of paper, or on the chalkboard. (Think of the effect as the head of a fish. Cause-and-effect diagrams are also known as "fishbones," due to their shape, or Ishikawa diagrams, after their inventor.)
        - Draw a horizontal line from the effect and across the paper or chalkboard. (This line becomes the "backbone" of the fish.) From this horizontal line, draw four slanting lines connected to the main line, two above and two below. (These lines are the "major bones" of the fish.)
        - At the end of each slanting line, write the classifications for the main factors that contribute to the effect: People, Procedures, Equipment, and Environment.
        - On each slanting line ("major bone"), ask students to identify the specific factors that may be causing the effect. Write the factors on the appropriate slanting line (People, Procedures, Equipment, or Environment) and parallel to the "backbone." Instruct students to use brainstorming or other method to identify these factors.
        - From the specific factors identified, ask students to identify the most significant factor(s). Then, have students gather more information to verify the factor's causal relationship to the effect.
    - ☐ After students become comfortable recognizing simple cause-and-effect relationships, have them create their own examples.
- If students have difficulty applying a problem-solving model:
    - ☐ Tell students that problem-solving models offer a roadmap for working out solutions to a problem. Tell them that the guidelines will direct them through the process of problem solving if used properly.
    - ☐ Tell students to look over the model and the steps involved carefully before beginning the process of problem solving. Remind the students that it is always best to assess the situation and the process they will be using before actually beginning the process.
- If students have difficulty analyzing/synthesizing information:
    - ☐ Define the terms "analyze" and "synthesize." Compare and contrast their meanings.
    - ☐ Remind them that to analyze they must break the information down into all its component parts in order to understand it.
    - ☐ Remind them that to synthesize information they should put all the component parts together in a way that makes the information usable.

- ☐ Explain that it is usually necessary to learn about complex items or things by examining their make-up or parts, such as studying body structure by examining each individual system or studying auto mechanics by examining the different automobile systems.

- ☐ Also explain that it is sometimes necessary to then study the whole item or thing by studying how the parts work together to make the whole item work. This examination helps us identify and compare the relationships the parts have with each other.

- ☐ Help the students understand the concepts by asking what they would do if they turned on a light and nothing happened. Lead them to discuss that they would probably first check to see if the light was plugged in or if the bulb was burned out. Plugging it in or replacing the light bulb might make the light come back on.

  - ☐ Then ask the students what they would do if the light still didn't work. Lead them to the conclusion that they should check to see if all the electricity was off. If it is, they will have to think about what they know about the whole electrical system—what are its parts. Identifying the parts of the whole will help them identify the problem.

- If students have difficulty identifying/analyzing underlying assumptions:

  - ☐ Tell students that identifying underlying assumptions is similar to an archeological dig. They must carefully examine materials as they go along, being careful not to overlook small details that may provide clues they need.

  - ☐ Ask students what they assume when they see someone walking on a cloudy day with an open umbrella over their head. What they assume when they see two cars along the roadside and one of the cars is a highway patrol car with its lights on. Are their assumptions necessarily correct? Could the one car be having engine problems as opposed to being stopped for speeding? Remind students that although their assumptions may be based on experience, they may not be correct assumptions. Often things are not as they seem to us.

- If students have difficulty drawing conclusions:

  - ☐ Remind students that when they conduct an experiment, perform a job task, or discuss a subject, they will often be asked to draw conclusions. Give examples of such situations.

  - ☐ Explain that, before conclusions can be drawn, students must first observe carefully what is happening and why it may be happening. Suggest that, with complex experiments, a good set of notes taken while conducting the experiment can help in drawing conclusions.

  - ☐ Have students practice drawing conclusions. When possible, choose situations appropriate for the occupation or subject (such as an actual experiment, etc.). Or, use a general situation using photographs or a videotape without the volume. Ask students to state what is happening in each picture (their conclusion). Have students support their conclusions.

- If students have difficulty predicting results/outcomes:
    - ☐ Remind them to carefully examine what has already happened before deciding what will happen. Explain that they will use what they already know when predicting results or outcomes. To provide practice, ask questions such as what will happen if water is left running in the bathtub. The students might enjoy making up situations for the other students to predict.
- If students have difficulty devising a solution:
    - ☐ Review the critical elements/issues of the problem.
    - ☐ Review the definition of the problem.
    - ☐ Review the goals for solving the problem.
    - ☐ Discuss the alternative they have chosen to solve the problem.
- If students have difficulty creating a finished product:
    - ☐ Have them to go back to the beginning and reidentify what it was they wanted to accomplish. Have them ask themselves how they intended to accomplish this and why it has been difficult to accomplish. Have them decide if their original idea is "do-able" or if they should decide on a new final product that they will be able to complete.
    - ☐ Be sure that the students realize that one of the most important aspects of creating a finished product is the planning of the desired finished product.
- If students have difficulty applying intuitive thinking techniques:
    - ☐ Review and discuss techniques such as brainstorming and brainwriting so the students have a thorough understanding of the processes involved in these techniques.
    - ☐ Have the students practice a technique such as brainstorming with a fun subject such as coming up with themes for a party. Let them get used to using a technique such as this in a non-threatening atmosphere.
- If students have difficulty evaluating results/outcomes:
    - ☐ Help students define what the expected outcome will be before they begin the project. If they have a clear idea of what to expect, they will be more able to evaluate the results.
    - ☐ Help the students establish evaluative criteria on which to base the results of their project. Remind them that they need to establish the guidelines prior to the project in order to get an accurate evaluation.

EMPLOYABILITY

Job Acquisition/Development

- If students have difficulty practicing good personal presentation:
  - ☐ Remind students that making a good impression will have an impact on all they do in school and in the workplace.
  - ☐ Remind students that their actions as well as their outward appearance has a bearing on their personal presentation.
  - ☐ Refer to the oral communication skills section on presenting an appropriate appearance for more information.

OBJECTIVE SHEET

INTRODUCTION TO FFA

1

INTRODUCTION

FFA is a national organization for students who are enrolled in agricultural education. You can join a local FFA chapter within your school. FFA offers you the opportunity to develop leadership skills and job skills to be used in the world of work.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with FFA to their correct definitions.
2. Select from a list requirements for FFA membership.
3. Select from a list types of FFA membership.
4. State the code of ethics for FFA members.
5. List the colors of FFA and the parts of the FFA emblem.
6. State the meaning of each part of the FFA emblem.
7. State proper uses of the FFA jacket.
8. List the essentials of an effective FFA chapter.
9. List the characteristics of a successful FFA meeting.
10. List the purposes of the State FFA Association.
11. List names of state FFA officers and selected members of the state agricultural education staff.
12. List the official FFA publications.
13. List examples of activities that a local chapter can participate in or sponsor during National FFA Week.
14. Recite the FFA motto. (Assignment Sheet 1)
15. Recite the FFA creed. (Assignment Sheet 2)
16. Use the *Official FFA Manual*. (Assignment Sheet 3)
17. Prepare for the FFA Greenhand Quiz contest. (Assignment Sheet 4)

INTRODUCTION TO FFA

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Contact your state FFA office to obtain state FFA promotional materials.
- Introduce the unit to your students by focusing on the importance of being a member of FFA.
- Explain to the class that FFA is an integral part of the agricultural education program because through participation in the FFA organization, members develop effective leadership, human relations, and communication skills. The agriculture industry has identified these skills as being extremely important for success in the work place. The leadership skills instilled through FFA membership provide members with abilities needed in the competitive job market.
- Use the Student Supplement and Transparency Masters 1 and 2 to discuss the other vocational student organizations.
- Discuss the unit and specific objectives.
- Invite guest speakers.

☞ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with FFA to their correct definitions.

- Relate the meaning of the terms in Information Sheet to FFA.
- Assign students the first chapter in the *FFA Student Handbook*.

Objective 2: Select from a list requirements for FFA membership.

- Inform students that as individuals fulfill the requirements for membership, their names will be added to the membership.
- To provide a basis for a discussion of the national scope of the organization, have students estimate the number of national members. (At this writing, national membership is 417,462.)

Objective 3: Select from a list types of FFA membership.

- Use the Information Sheet to describe the types of membership.

Objective 4: State the code of ethics for FFA members.

- Use the Information Sheet, Objective 4, to help students understand the importance of developing self-respect and being productive and useful citizens.
- Invite a resource person (i.e., pastor or attorney) to explain the purposes and meaning of a code of ethics.
- Have students develop posters illustrating various points of the code of ethics. Have a contest and select the best poster. Present an FFA tie or scarf to the winner of the poster contest. Good illustrations of posters are found in the *FFA Student Handbook*.

Objective 5: List the colors of FFA and the parts of the FFA emblem.
Objective 6: State the meaning of each part of the FFA emblem.

- Use the Information Sheet, Objective 5, to discuss the colors and FFA emblem in such a way that students take pride in being a part of FFA.

- Use Transparency 3 to discuss the parts of the FFA emblem.

- Show the video *Today's FFA...It's You.*

Objective 7: State proper uses of the FFA jacket.

- Use the Information Sheet, Objective 7, to discuss uses of the FFA jacket.

- Invite an upper class member to talk to the class about the importance of wearing the jacket: the jacket is a form of identification because the student's name and the name of the school are on the jacket; the jacket is symbolic of the FFA organization, and no member should do anything that would destroy the image of the FFA or give the school or chapter a bad name.

Objective 8: List the essentials of an effective FFA chapter.

- Use the Information Sheet, Objective 8, to discuss the importance of the chapter and the role of the chapter in the school and community.

- Use the following poem to stress the importance of being an active member of the FFA chapter.

  Are you an active member, the kind who would be missed,
  Or are you just satisfied that your name is on the list?
  Do you attend the meetings and mingle with the flock,
  Or do you stay at home and criticize and knock?
  Do you take an active part to help the work along,
  Or are you satisfied to be the kind who just belongs?
  Do you ever go and visit a member who is sick,
  Or do you leave the work to a few and talk about the clique?
  Think this over, member; you know right from wrong.
  Are you an active member, or do you just belong?

- Invite a local FFA chapter president to talk to the class about what FFA has meant to his or her life.

- Discuss the Food for America program.

  ☑ **NOTE:** Food for America is a program to help FFA chapters join the effort to improve consumers' understanding of the agricultural industry. The Food for America program provides materials and ideas to help FFA members tell elementary school students the story behind the bountiful stocks of food and agricultural products on supermarket shelves.

  Chapters that participate in the Food for America program can obtain exciting instructional materials, including lesson plans, and classroom activities about farming and the business of agriculture.

  The materials and ideas for using them may be purchased from the National FFA Supply Service Catalog.

  It is easy and fun to participate in Food for America, and your chapter will be doing a service to the community and the nation's agriculture.

Objective 9: List the characteristics of a successful FFA meeting.

- Use Information Sheet, Objective 9 to discuss the characteristics of a good meeting.

- Inform students that the FFA chapter meeting is the place where chapter business is conducted. Also stress the importance of all members taking an active part in the meetings.

- Encourage students to attend monthly FFA meetings.

- Show students an order of business from a previous FFA meeting. Help students develop ideas for an order of business for the next FFA meeting.

Objective 10: List the purposes of the State FFA Association.
Objective 11: List names of state FFA officers and selected members of the state agricultural education staff.
Objective 12: List the official FFA publications.

- Provide students with copies of your state FFA publication to help them complete information about State FFA officers and selected state agricultural education staff.

- Make a list of FFA chapter activities that the local chapter will participate in during the school year. Explain the role that the State FFA Association will play.

- Point out that individual members should encourage and assist the local reporter in submitting articles to your state FFA publication.

Objective 13: List examples of activities that a local chapter can participate in or sponsor during National FFA Week.

- Have freshman students identify class projects that would support National FFA Week activities.

Objective 14: Recite the FFA motto.

- Place the FFA motto on the bulletin board or on the board one or two days before presenting the motto in class. Have each student recite the motto in class. Emphasize that all FFA members live by and practice the FFA motto in their daily lives.

- Have students complete Assignment Sheet 1.

Objective 15: Recite the FFA creed.

- Have students complete Assignment Sheet 2.

- Provide ample time for students to recite the FFA creed in class. Work with the executive committee to conduct an FFA Creed Contest. Invite three individuals from the community to serve as judges and to select the top three winners. Award the first-place winner an FFA jacket, the second-place, an FFA tie, and the third, an FFA T-shirt. Give all students who recite the creed a certificate. Have the first-place FFA Creed Contest winner recite the creed to the senior class at the Parent/Member Banquet.

Objective 16: Use the *Official FFA Manual*.
Objective 17: Prepare for the FFA Greenhand Quiz contest.

- Distribute copies of the *Official FFA Manual* so that students may complete Assignment Sheets 3 and 4. Help students learn to use the *Official FFA Manual* by locating answers to the questions in Assignment Sheet 3. Show students how to use the table of contents.

- Encourage students to study the questions on Assignment Sheets 3 and 4 to prepare themselves for an FFA Greenhand Quiz contest.

- Use questions from Assignment Sheets 3 and 4 to conduct a contest with FFA officers as judges. Present an FFA scrapbook to the winner.

EVALUATION

Pretest

- Use the unit Written Test for **both** the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

Assignment Sheet

- Evaluate students on Assignment Sheet activities if not previously done. Students must repeat an Assignment Sheet until they have mastered the activity.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the Optional Resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

☑ **NOTE:** The following publications are available through the National FFA Supply Service, P.O. Box 15160, Alexandria VA, 22309-0160, phone (800)366-6556.

- *FFA Is...* brochure. Alexandria, VA: National FFA Organization, 1994.
- *FFA New Horizons* magazine. Alexandria, VA: National FFA Organization, 1994.
- *FFA Student Handbook.* Alexandria, VA: National FFA Organization, 1994.
- *Official FFA Manual.* Alexandria, VA: National FFA Organization. (This publication is updated annually. Please get copies of the most current version.)

  ☑ **NOTE:** It is suggested that each student have a copy of the *FFA Student Handbook* and the *Official FFA Manual.*

- *Think About It* brochure. Alexandria, VA: National FFA Organization, 1994.

Videos

☑ **NOTE:** The following videos are available through the National FFA Supply Service, P.O. Box 15160, Alexandria VA, 22309-0160, phone (800)366-6556.

- *Dare to Dream.* This video targets students who enroll in agricultural education classes but do not join FFA. It will help recruit those hard-to-reach students. (Color, VHS, 7 minutes and 45 seconds)
- *Exploring FFA Opportunities.* This video is part of the National Leadership Workshop series. The series covers topics such as leadership, career success, and personal growth. (Color, VHS, 30 minutes)
- *Made for Excellence.* This is a promotional video that encourages students to participate in the made for excellence program. (Color, VHS, 5 minutes)
- *Three Year Convention Highlights.* This video highlights the activities, speakers, contests, and awards from the 63rd, 64th, and 65th National FFA Conventions. (Color, VHS, 20 minutes)

- *Today's FFA...It's You.* This promotional video presents testimonials from FFA members and serves as a recruitment tool for bringing new members into the chapter. (Color, VHS, 7 minutes and 29 seconds)

- *Washington Conference Program.* This video promotes the Washington Conference. It is designed to encourage FFA members to attend this conference which offers outstanding leadership and citizenship training. (Color, VHS, 5 minutes)

Other

- Recruitment posters are available from the National FFA Supply Service. There are several styles available.

UNIT REFERENCES

Publications

- *Official FFA Manual.* Alexandria, VA: National FFA Organization.

INFORMATION SHEET

INTRODUCTION TO FFA

1

OBJECTIVE 1

Match terms associated with FFA to their correct definitions.

- **FFA chapter** – official local body of the FFA organization; place where members assemble to conduct and manage the chapter business
- **Executive Committee** – elected officers and advisor responsible for guiding the FFA organization

  ☑ **NOTE:** In smaller chapters the officers usually make up the executive committee.

- **FFA member** – individual meeting the requirements for membership in the FFA and winning majority approval of the membership
- **paraphernalia** – equipment and materials necessary for conducting an official FFA meeting
- **order of business** – activities that are to be followed at all FFA meetings
- **Supervised Agricultural Experience (SAE) Program** – agricultural experiences that members put into practice under the supervision of an advisor

  ☑ **NOTE:** SAE Programs may include skills and activities learned in the classroom, laboratory, and shop.

OBJECTIVE 2

Select from a list requirements for FFA membership.

- Must be enrolled in an agricultural education class
- Must remain in good standing with local chapter
- Must attend all FFA meetings
- Must have a Supervised Agricultural Experience Program

☑ **NOTE:** Some local chapters may have additional requirements. Please ask your instructor if your chapter has additional requirements.

OBJECTIVE 3

Select from a list types of FFA membership.

- Active
- Honorary
- Alumni
- Collegiate

OBJECTIVE 4

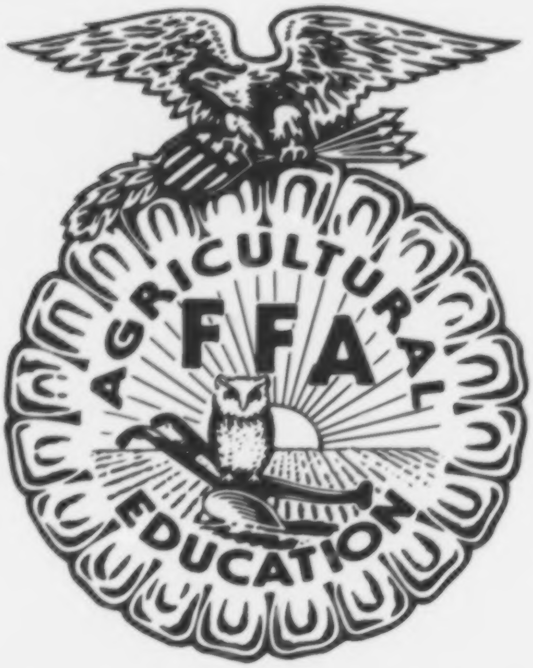
State the code of ethics for FFA members.

- Dress neatly and appropriately for the occasion.
- Show respect for the rights of others and be courteous at all times.
- Be honest and do not take unfair advantage of others.
- Respect property of others.
- Refrain from loud, boisterous talk, swearing, and other unbecoming conduct.
- Demonstrate sportsmanship in the show ring, judging contests, and meetings; be modest in winning and generous in defeat.
- Attend meetings promptly and respect the opinions of others in discussion.
- Take pride in the FFA organization, activities, supervised experience programs, exhibits, and in the occupation of agriculture.
- Share with others experiences and knowledge gained by attending national and state meetings.

OBJECTIVE 5

List the colors of FFA and the parts of the FFA emblem.

- FFA Colors
  - National blue
  - Corn gold
- FFA emblem
  - Cross section of the ear of corn
  - Rising sun
  - Plow
  - Eagle
  - Owl



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OBJECTIVE 6 **State the meaning of each part of the FFA emblem.**

- ***The cross section of the ear of corn*** provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.
- ***The rising sun*** signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.
- ***The plow*** signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country's strength.
- ***The eagle*** is a national symbol which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.
- ***The owl***, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture.

OBJECTIVE 7 **State proper uses of the FFA jacket.**

- The jacket should only be worn by members.
- It should be kept clean and neat.
- The jacket should have only a large emblem on the back and a small emblem on the front; the name of the State Association and the name of the local chapter on the back; and the name of the individual and one officer or honor on the front.
- The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
- The jacket should be worn by officers and members on all official FFA occasions, as well as other occasions where the chapter or State Association is represented. It may be worn to school and other appropriate places.
- The jacket should only be worn to places that are appropriate for members to visit.
- School letters and insignia of other organizations should not be attached to or worn on the jacket.

- When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.

- The emblems and lettering should be removed if the jacket is given or sold to a nonmember.

- A member always acts like a lady or gentleman when wearing the jacket.

- Members should refrain from use of tobacco and alcohol while wearing the FFA jacket or officially representing the organization.

- All chapter degree, officer, and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA charm and American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket; these should represent the highest degree earned, the highest office held, and the highest award earned by the member.

OBJECTIVE 8

List the essentials of an effective FFA chapter.

- Knowledge of the FFA on the part of every member
- Capable officers and leaders
- Responsibilities shared by all members in chapter activities
- Challenging program of activities
- Adequate financing for chapter activities
- Proper equipment and records
- A workable Constitution and Bylaws
- Well-planned, regularly held chapter meetings
- Support by school officials and community leaders
- A chapter resource system in place

☑ **NOTE:** Some local chapters may have additional requirements. Please ask your instructor if your chapter has additional requirements.

OBJECTIVE 9

List the characteristics of a successful FFA meeting.

- Meeting schedule is placed on the school's activity calendar
- Uses an executive committee to assure careful planning in advance of the meeting time
- The agenda is posted several days prior to the meeting
- Starts and finishes on time
- Proceeds according to an established order of business
- Is conducted according to accepted parliamentary procedure
- Officer and committee reports are written and ready to present
- Is conducted by officers familiar with their duties and responsibilities
- Commands the interest and attention of all members
- Provides for maximum member participation and for development of cooperative attitudes among members
- Includes business, entertainment features, and refreshments
- Contains a minimum of active participation by the advisor

OBJECTIVE 10 **List the purposes of the State FFA Association.**

- Providing leadership to local chapters
- Conducting State FFA Convention
- Conducting leadership training sessions for local officers
- Conducting public speaking contests
- Representing the state at national FFA events

OBJECTIVE 11 **List names of state FFA officers and selected members of the state agricultural education staff.**

☑ **NOTE:** The names of FFA officers and agricultural education staff change yearly. Ask your instructor for the names of current state FFA officers and agricultural education staff.

Person	Title
• ______________	______________
• ______________	______________
• ______________	______________
• ______________	______________
• ______________	______________
• ______________	______________
• ______________	______________
• ______________	______________
• ______________	______________
• ______________	______________

OBJECTIVE 12 **List the official FFA publications.**

- **National** – *FFA New Horizons*
- **State** – ______________________________

OBJECTIVE 13

List examples of activities that a local chapter can participate in or sponsor during National FFA Week.

- Radio and television programs
- FFA Week articles in newspapers
- School assemblies
- Civic club programs
- Parent and member banquet
- Educational exhibit in the community
- Church attendance as a group
- Window displays
- Food for America program

☑ **NOTE:** List additional activities below.

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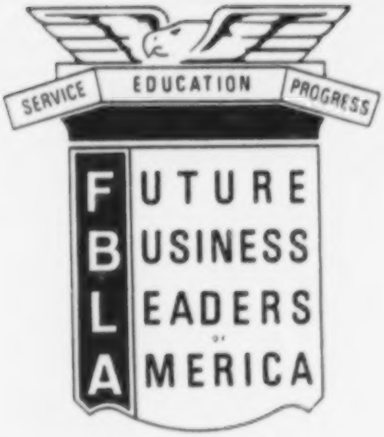
OBJECTIVES 14-17

Complete Assignment Sheets 1-4.

OTHER VOCATIONAL STUDENT ORGANIZATIONS

- **DECA** – for students who are enrolled in or who have been enrolled in Marketing Education programs.
- **FBLA-PBL** – Future Business Leaders of America-Phi Beta Lambda; primarily for students who are enrolled or who have been enrolled in vocational business programs.
- **FHA/HERO** – Future Homemakers of America/Home Economics Related Occupations; for students who are enrolled in Home Economics programs
- **HOSA** – Health Occupations Students of America; for students enrolled in Health Occupations programs
- **TSA** – Technology Student Association; for students enrolled in Technology Education programs
- **VICA** – Vocational Industrial Clubs of America; for students enrolled in Trade and Industrial programs

Vocational Student Organization Emblems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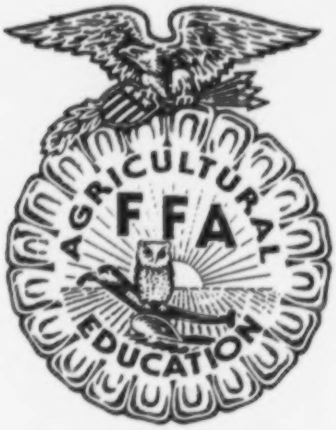
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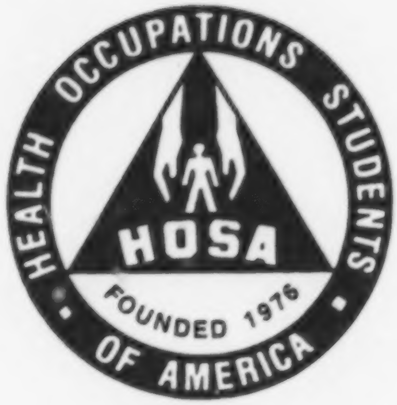
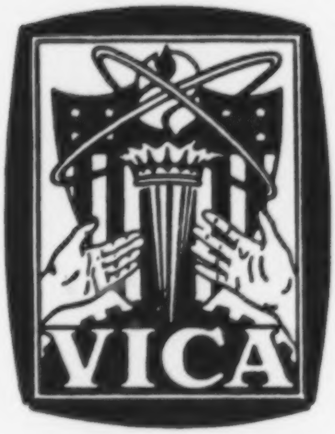

HEALTH OCCUPATIONS STUDENTS OF AMERICA
HOSA
FOUNDED 1976

HOSA



VICA

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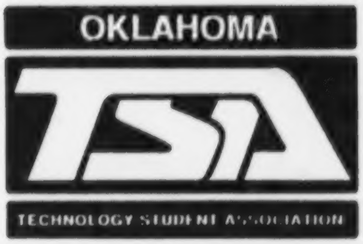
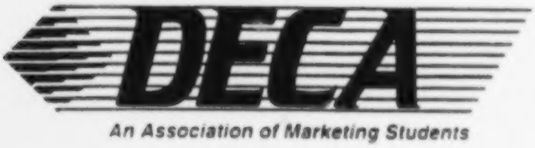
Vocational Student Organization Emblems

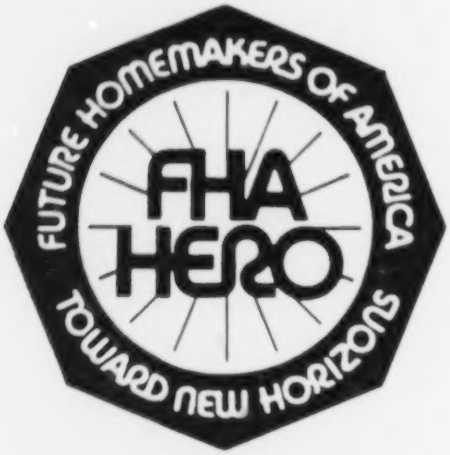
(Continued)


OKLAHOMA
TSA
TECHNOLOGY STUDENT ASSOCIATION

TSA


DECA
An Association of Marketing Students

DECA


FUTURE HOMEMAKERS OF AMERICA
FHA
HERO
TOWARD NEW HORIZONS

FHA/HERO

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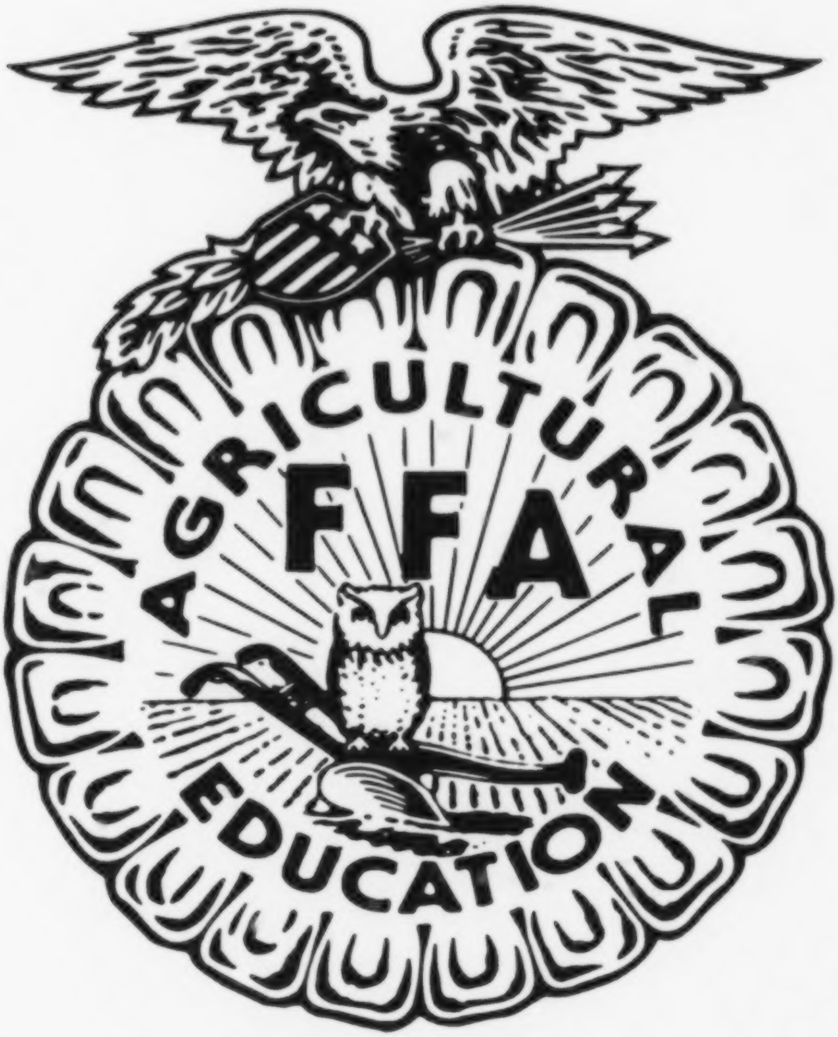
FFA Emblem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EDUCATION

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ASSIGNMENT SHEET 1

INTRODUCTION TO FFA

Name ______________________________ Score __________

OBJECTIVE 14

Recite the FFA motto.

INTRODUCTION

The FFA motto is what every FFA member believes and practices each day. As a first year agricultural education student and a greenhand in the National FFA Organization, it is necessary for you to memorize the FFA motto and to practice saying the motto with meaning and sincerity.

INSTRUCTIONS

Oral Presentation
- Use good speaking techniques

Listening
- Apply active listening skills

Interactive Communications
- Work effectively in a group

Teamwork/Cooperative
- Give/receive feedback

Leadership/Influencing
- Provide positive coaching

The motto is written below. Read the FFA motto aloud several times, and then practice saying the motto without looking at the words. Break into groups and practice reciting the FFA motto to one another. Practice until you feel comfortable reciting the motto without having to read it from the page. Use this exercise to help you with public speaking skills. Offer feedback and ideas for improvement to one another concerning speaking skills.

After you have practiced saying the FFA motto without looking at the words, practice saying it when looking into a mirror. This practice allows you to give meaning to the words. Be prepared to recite the FFA motto to the class when called upon by the instructor.

The FFA Motto

LEARNING TO DO
DOING TO LEARN
EARNING TO LIVE
LIVING TO SERVE

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Name ______________________________ Score __________

OBJECTIVE 15 **Recite the FFA creed.**

INTRODUCTION

The FFA creed has been recited by every individual who has been a member of the National FFA Organization. The creed expresses the true meaning of agriculture and the role that the FFA member plays in making our country and community a better place to live and to work. The creed was written by E. M. Tiffany, and the membership attending the Third National FFA Convention adopted it in 1930.

INSTRUCTIONS

Oral Presentation
- Use good speaking techniques

Listening
- Apply active listening skills

Interactive Communications
- Work effectively in a group

Teamwork/Cooperative
- Give/receive feedback

Leadership/Influencing
- Provide positive coaching

It is best to learn the creed a paragraph at a time. Start with the first paragraph and learn it. Then move on to the second paragraph. Repeat these steps with each paragraph. Learn to say the creed speaking slowly, but also learn to stress the important parts of each paragraph. It is best to practice saying the creed to someone.

Break into groups and practice reciting the FFA creed to one another. Practice until you feel comfortable reciting the creed without having to read it from the page. Use this exercise to help you with public speaking skills. Offer feedback and ideas for improvement to one another concerning speaking skills.

☑ **NOTE:** In many instances, the FFA chapter holds an FFA creed contest and selects the person who did the best job of reciting the creed to represent the chapter in other competition.

The FFA creed

I believe in the future of agriculture, with a faith born not of words but of deeds—achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so - for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert and influence in my home and community which will stand solid for my part in that inspiring task.

☑ **NOTE:** The creed was written by E.M. Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th Convention and the 63rd Convention.

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ASSIGNMENT SHEET 3

INTRODUCTION TO FFA

1

Name ____________________ Score __________

OBJECTIVE 16

Use the Official FFA Manual.

INTRODUCTION

The *Official FFA Manual* is the official publication of the National FFA Organization. All FFA members and officers should be able to answer questions and make decisions about chapter activities. Your answers to questions and the decisions that you make should be based on facts found in the *Official FFA Manual.*

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Research and Reference
- Select useful resources

Functional Reading
- Use content area vocabulary

Use the most current *Official FFA Manual* to answer the following questions.

1. What is the name of the National Advisor?
2. Who is the National Treasurer?
3. What is the name of the person who is serving as National Executive Secretary of the National FFA Organization?
4. What city and state is the home of the National FFA Center?
5. The Future Farmers of America organization was organized in what month and year?
6. The FFA is structured on three levels. They are?
7. How many National FFA officers are elected annually?

8. What are the titles of the elected officers of the National FFA?

____

____

9. The National FFA organization is governed by what type of a body?

____

10. What is the name of the official FFA magazine?

____

11. What year was the FFA Supply Service created?

____

12. In what year did the FFA start publishing the official FFA magazine?

____

13. Where is the headquarters of the National FFA organization?

____

14. How many FFA chapters are there?

____

15. What is the membership of the National FFA?

____

16. What is the address of the National FFA Supply Service?

____

17. How many times per year is the National FFA Magazine published?

____

18. Name the four styles of the FFA calendars.

____

____

____

____

19. What is the function of the National FFA Foundation, Incorporated?

____

____

20. What year was the National FFA Foundation, Incorporated, chartered?

____

21. How many members serve on the board of trustees of the FFA Foundation?

____

22. In what year was the FFA Alumni Association organized?

____

23. What is the purpose of FFA camps and leadership conferences?

____

____

24. What types of chapter awards and activities are available?

____

____

25. When are FFA Foundation scholarship applications due at the National FFA Center?

____

26. What are the names of the skill competitions and activities of FFA?

____

____

____

____

27. What is the official FFA dress for male members?

28. What is the official FFA dress for female members?

29. What are the names of the two FFA public speaking contests?

30. What is the purpose of the Star Awards?

31. What are the names of the different types of FFA Star Awards?

32. How many FFA chapters are there in the United States and your state?

Chapters in United States ____________________

Chapters in your state ____________________

33. What are the names of the different FFA proficiency award areas?

34. What is the FFA motto?

35. Who was the individual who wrote the FFA creed?

36. At what National FFA Convention was the FFA creed adopted?

37. At what conventions was the FFA creed revised?

38. What is the first paragraph of the FFA creed?

39. How many symbols make up the National FFA emblem?

Name the symbols and give a definition for each.

40. What are the FFA colors? ______________________

____

41. What are the words of the Pledge of Allegiance?

____

____

____

____

____

42. What are the names of the four degrees of active membership in the FFA?

____

____

____

____

43. What degree does the National FFA Organization confer on active members?

____

44. What are the names of the offices of the chapter?

____

____

____

____

45. What is the FFA Mission?

____

____

____

____

46. Who was the first National FFA President?

____

47. What is the purpose of the chapter program of activities?

____

____

48. The FFA program of activities should include several areas of activity. What are the names of these areas?

____

____

____

____

____

____

____

____

____

____

____

____

49. What is the correct room arrangement for an FFA meeting? (Draw and label the correct arrangement.)

50. What does the FFA gavel symbolize?

____

51. What do two taps of the gavel mean?

____

52. What do three taps of the gavel mean?

____

53. Why does the FFA chapter have honorary memberships?

____

54. What are the symbols of the FFA officers' stations?

____

____

____

____

____

____

____

ASSIGNMENT SHEET 4

INTRODUCTION TO FFA

Name ______________________ Score ________

OBJECTIVE 17 **Prepare for the FFA Greenhand Quiz contest.**

INTRODUCTION

If you work hard and prepare for the Greenhand Quiz you can earn the opportunity to represent your chapter at the Professional Improvement Meeting and State FFA Greenhand Contest.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Use content area vocabulary

In a previous assignment sheet, you used the *Official FFA Manual* to look up answers to selected questions about the FFA. Study your answers for a few minutes; then, without using the answers or the FFA manual, answer the following questions. Write your answers in the blanks, or circle the appropriate answer.

1. Who is the National FFA Advisor?

   ____

2. Who is the National FFA Treasurer?

   ____

3. Who is the Executive Secretary of the National FFA Organization?

   ____

4. Where is the National FFA Center located?

   a. Washington, DC

   b. Virginia

   c. Maryland

   d. Kansas

5. In what year was the Future Farmers of America organization organized?

   a. 1931

   b. 1928

   c. 1930

   d. 1927

6. How many elected national FFA offices are there? __________

7. What are the titles of the elected officers of the National FFA organization.

   ____________________ ____________________

   ____________________ ____________________

   ____________________ ____________________

   ____________________ ____________________

8. What is the name of the official FFA magazine? __________

9. How many times per year is the national FFA magazine published? ____________________

10. In what year was the National FFA Foundation, chartered?

    a. 1958

    b. 1934

    c. 1944

    d. 1928

11. How many FFA chapters are in the United States? __________; in your state? ____________________

12. What is the approximate membership in the National FFA? __________; in your state? __________

13. In what year was the FFA Alumni Association organized?

    a. 1971

    b. 1968

c. 1955

d. 1981

14. Who was the first National FFA President?

15. What are the names of the two types of speaking contests?

16. What is the official FFA dress for male members?

17. What is the official FFA dress for female members?

18. The president of the FFA chapter uses the gavel while conducting meetings. What is the function of the gavel?

19. When the president taps the gavel two times, what should members do?

20. When the president taps the gavel three times, what should members do?

21. Why do FFA chapters have honorary memberships?

22. What are the symbols on the FFA emblem?

a. ______

b. ______

c. ______

d. ______________________________

e. ______________________________

23. What are the FFA colors? ______________________________

24. What are the names of the four degrees of active membership in the FFA?

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

25. What is the highest degree that a state association can give?

____

26. What is the highest degree that the National FFA Organization can confer on an active member?

____

27. What are the elected offices of the local FFA chapter?

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

28. Who wrote the FFA creed? ______________________________

29. In what year was the FFA creed adopted?

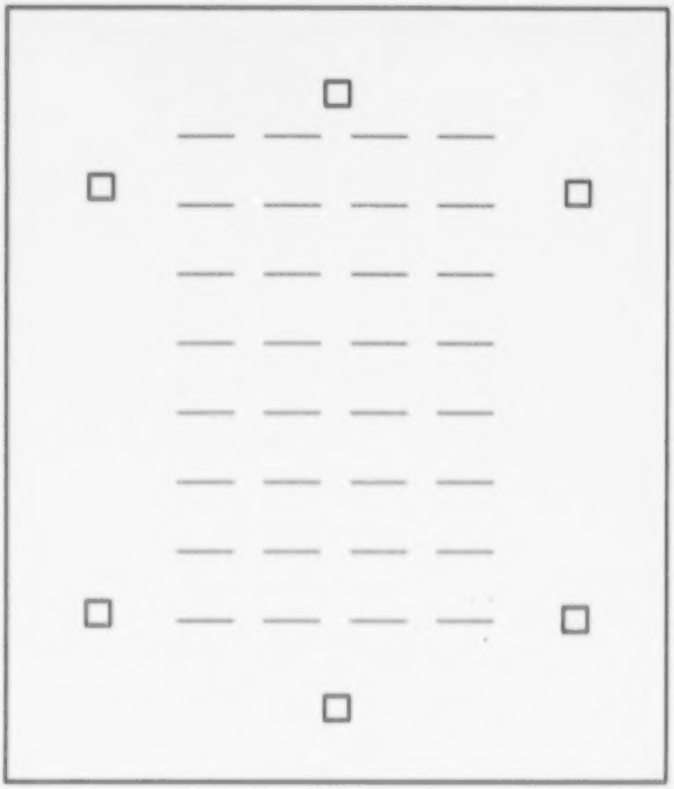
a. 1928

b. 1930

c. 1945

d. 1950

30. Label the room arrangement illustrated below. Write the correct offices in the blanks.



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31. What is the FFA motto?

WRITTEN TEST

INTRODUCTION TO FFA

1

Name ______________________________ Score __________

OBJECTIVE 1

Match terms associated with FFA to their correct definitions. Write the correct letters in the blanks.

a. Supervised Agricultural Experience (SAE) Program
b. order of business
c. FFA chapter
d. Executive Committee
e. parliamentary procedure
f. FFA member
g. paraphernalia

____ 1. Rules that allow FFA members to transact chapter business in an orderly manner using *Robert's Rule of Order*

____ 2. Official local body of the FFA organization; place where members assemble to conduct and manage the chapter business

____ 3. Activities that are to be followed at all FFA meetings

____ 4. Elected officers and advisor responsible for guiding the FFA organization

____ 5. Equipment and materials necessary for conducting an official FFA meeting

____ 6. Individual meeting the requirements for membership in the FFA and winning majority approval of the membership

____ 7. Agricultural experiences that members put into practice under the supervision of an advisor

OBJECTIVE 2

Select from a list requirements for FFA membership. Write an "X" before correct answers.

____ 1. Must live on a farm

____ 2. Must be 14 to 21 years old

May be photocopied for student use

____ 3. Must attend all FFA meetings

____ 4. Must serve on five committees

____ 5. Must be enrolled in an agricultural education class

____ 6. Must have a Supervised Agricultural Experience Program

____ 7. Must remain in good standing with local chapter

OBJECTIVE 3

Select from a list types of FFA membership. Write an "X" before correct answers.

____ 1. Active

____ 2. Associate

____ 3. Collegiate

____ 4. Inactive

____ 5. Honorary

____ 6. Regular

____ 7. Chapter FFA Degree

____ 8. Alumni

OBJECTIVE 4

State the code of ethics for FFA members. List six rules in the code.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

May be photocopied for student use.

OBJECTIVE 5

List the colors of FFA and the parts of the FFA emblem.

Part 1 List the colors of FFA in the spaces below.

1. ______________________________

2. ______________________________

Part 2 List the five parts of the emblem in the spaces below.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

OBJECTIVE 6

State the meaning of each part of the FFA emblem. Write your answer in the spaces below.

1. ______________________________
____

2. ______________________________
____

3. ______________________________
____

4. ______________________________
____

5. ______________________________
____

May be photocopied for student use.

OBJECTIVE 7

State proper uses of the FFA jacket. List four proper uses of the FFA jacket.

1. ______________________________

____

____

2. ______________________________

____

____

3. ______________________________

____

____

4. ______________________________

____

____

OBJECTIVE 8

List the essentials of an effective FFA chapter. List four essentials of a good meeting.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

OBJECTIVE 9

List the characteristics of a successful FFA meeting. List four characteristics of a good meeting in the spaces provided.

1. ______________________________
2. ______________________________
3. ______________________________

May be photocopied for student use.

4. ______________________________

OBJECTIVE 10

List the purposes of the State FFA Association. Write your answers in the spaces provided.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

OBJECTIVE 11

List names of state FFA officers and selected members of the state agricultural education staff. Write your answers in the spaces below.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

OBJECTIVE 12

List the official FFA publications. Write your answers in the spaces below.

1. National – ______________________________
2. State – ______________________________

May be photocopied for student use.

OBJECTIVE 13

List examples of activities that a local chapter can participate in or sponsor during National FFA Week. List five examples of activities below.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

OBJECTIVES 14-17

Evaluated on Assignment Sheets 1-4

May be photocopied for student use

ASSIGNMENT SHEETS

OBJECTIVE 14

Assignment Sheet 1

Use the following criteria as an aid in evaluating the completed Assignment Sheet:

- Did the student recite the FFA motto from memory?
- Did the student recite the FFA motto with meaning?

OBJECTIVE 15

Assignment Sheet 2

Use the following criteria as an aid in evaluating the completed Assignment Sheet:

- Did the student recite the FFA creed from memory?
- Did the student make fewer than five mistakes?
- Did the student emphasize important points within the creed?
- Did the student use appropriate body mechanics and gestures?

OBJECTIVE 16

Assignment Sheet 3

1. Larry Case
2. ________________ (Check the most current manual)
3. C. Coleman Harris
4. Alexandria, VA
5. November, 1928
6. Local, state, and national
7. Six

8. President; secretary; vice-president, western region; vice-president, central region; vice-president, eastern region; vice-president, southern region

9. Board of directors and six national officers

10. *FFA New Horizons*

11. 1948

12. 1952

13. National FFA Center, Alexandria, VA

14. ____________________ (Check the most current manual)

15. ____________________ (Check the most current manual)

16. 5632 Mount Vernon Memorial Highway, P.O. Box 15160, Alexandria, VA 22309

17. Six times per year

18. Home and office style, tent-shaped desk style, large poster style, and vinyl wallet style

19. To cooperate in supporting and furthering the programs of FFA

20. 1944

21. Nineteen members

22. 1971

23. To improve leadership skills

24. National Chapter Award, National Safety Award, Building Our American Communities (BOAC), Food for America.

25. March 1st

26. Agricultural Issues Forum, Agricultural Mechanics, Agricultural Sales, Commodity Challenge, Commodity Marketing Activity, Dairy, Dairy Foods, Farm Business Management, Floriculture, Forestry, Horse, Livestock, Marketing Plan Project, Meats, Nursery/Landscape, Parliamentary Procedure, Poultry, and Public Speaking

27. Black slacks, white shirt, blue FFA tie, black shoes, black socks, and the official FFA jacket zipped to the top

28. Black skirt, white blouse, FFA blue scarf, black shoes, and the official FFA jacket zipped to the top

☑ **NOTE:** Black pants are allowed for outdoor FFA activities.

29. Prepared Public Speaking, Extemporaneous Public Speaking

30. To recognize outstanding achievement at chapter, state, and national levels

31. Star Greenhand, American Star Farmer, Star Chapter Farmer, Star Chapter Agribusinessman, State Star Farmer, State Star in Agribusiness, and American Star in Agribusiness

32. ____________________ (Check the most current manual)

33. Agricultural Electrification, Agricultural Mechanics, Agricultural Processing, Agricultural Sales and/or Service, Beef Production, Crop Production, Dairy Production, Diversified Livestock Production, Fish and Wildlife Management, Floriculture, Forest Management, Fruit and/or Vegetable Production, Home and/or Farmstead Improvement, Horse Proficiency, Nursery Operations, Outdoor Recreation, Placement in Agricultural Production, Poultry Production, Sheep Production, Soil and Water Management, Swine Production, and Turf and Landscape Management

34. Learning to do, doing to learn, earning to live, living to serve

35. E. M. Tiffany

36. Third National FFA Convention

37. Thirty-eighth and sixty-third National Conventions

38. I believe in the future of agriculture, with a faith born not of words but of deeds—achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

39. Five symbols
    - *The cross section of the ear of corn* provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.
    - *The rising sun* signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.
    - *The plow* signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country's strength.
    - *The eagle* is a national symbol which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.
    - *The owl*, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture.

40. National blue, corn gold

41. I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

42. Greenhand Degree, Chapter FFA Degree, State FFA Degree, and American FFA Degree

43. American FFA Degree

44. President, vice-president, secretary, treasurer, reporter, sentinel

45. **The FFA Mission**—FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

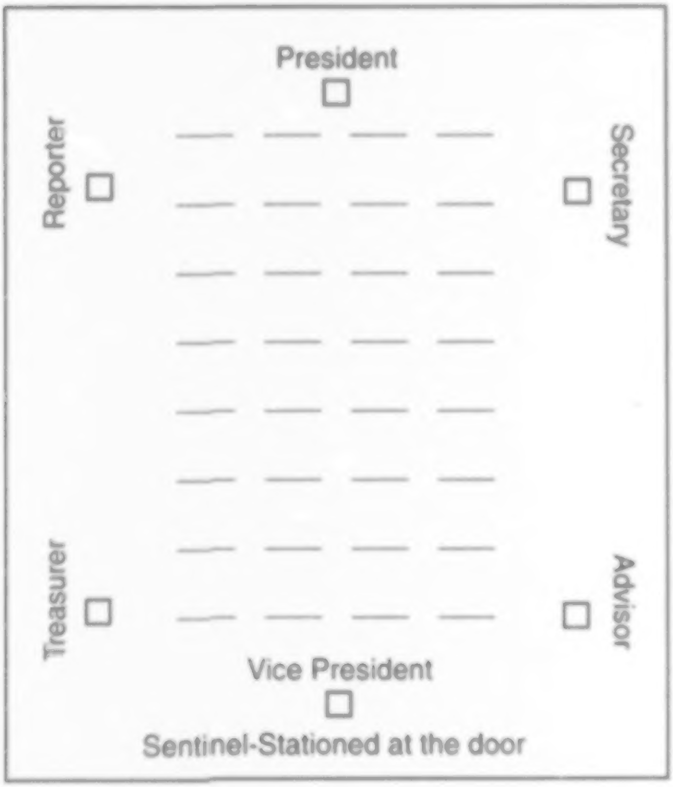
46. Leslie Applegate

47. Serves as a road map by setting goals and charting the course for reaching those goals

48. - Supervised Agricultural Experience
    - Scholarship
    - Recreation
    - Cooperation
    - Public Relations
    - Community Service

- Participation in State, National, and International Activities
- Leadership
- Earnings, Savings, and Investments
- Alumni Relations
- Conduct of Meetings
- Membership Development

49.


President
Reporter
Secretary
Treasurer
Advisor
Vice President
Sentinel-Stationed at the door

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50. Symbol of authority

51. Members come to order so that meeting may start

52. All members stand

53. To recognize individuals for outstanding work and for the support they give the chapter; to recognize outstanding achievements on behalf of the chapter

54.
- Advisor — Owl
- President — Rising sun
- Vice-president — Plow
- Secretary — Ear of corn
- Reporter — American flag
- Treasurer — Bust of Washington
- Sentinel — Shield of Friendship

OBJECTIVE 17

Assignment Sheet 4

1. Larry Case

2. ____________________ (Check the most current manual)

3. C. Coleman Harris

4. b (Virginia)

5. b (1928)

6. Six

7. President; vice-president, western region; vice-president, central region; vice-president, southern region; vice-president, eastern region; secretary

8. *FFA New Horizons*

9. Six

10. c (1944)

11. ____________________ (Check the most current manual)

12. ____________________ (Check the most current manual)

13. a (1971)

14. Leslie Applegate

15. Prepared Public Speaking, Extemporaneous Public Speaking

16. Black slacks, white shirt, blue FFA tie, black shoes and socks, and the official FFA jacket zipped to the top

17. Black skirt, white blouse with official FFA blue scarf, black shoes, and official FFA jacket zipped to the top

18. Symbol of authority

19. Come to order

20. Stand

21. To recognize individuals who have given outstanding service to the chapter

22.
- Cross section of the ear of corn
- Rising sun
- Plow
- Eagle
- Owl

23. National blue and corn gold

24. Greenhand, Chapter FFA Degree, State FFA Degree, and American FFA Degree

25. State FFA Degree

26. American FFA Degree

27.
- President
- Vice-president
- Secretary
- Treasurer
- Reporter
- Sentinel

28. E. M. Tiffany

29. b (1930)

30.
a. President
b. Secretary
c. Advisor
d. Vice-president
e. Sentinel
f. Treasurer
g. Reporter

31. Learning to do, doing to learn, earning to live, living to serve

WRITTEN TEST

OBJECTIVE 1

1. e
2. c
3. b
4. d
5. g
6. f
7. a

OBJECTIVE 2

3, 5, 6, 7

OBJECTIVE 3

1, 3, 5, 8

OBJECTIVE 4

Answers should include any six of the following:

- Dress neatly and appropriately for the occasion.
- Show respect for the rights of others and be courteous at all times.
- Be honest and do not take unfair advantage of others.
- Respect property of others.
- Refrain from loud, boisterous talk, swearing, and other unbecoming conduct.
- Demonstrate sportsmanship in the show ring, judging contests, and meetings; be modest in winning and generous in defeat.
- Attend meetings promptly and respect the opinions of others in discussion.
- Take pride in the FFA organization, activities, supervised experience programs, exhibits, and in the occupation of agriculture.
- Share with others experiences and knowledge gained by attending national and state meetings.

OBJECTIVE 5

Part 1

- National Blue
- Corn Gold

Part 2

- Cross section of the ear of corn
- Rising sun
- Plow
- Eagle
- Owl

OBJECTIVE 6

- *The cross section of the ear of corn* provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.
- *The rising sun* signifies progress and holds a promise that tomorrow will bring a new day glowing with opportunity.
- *The plow* signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country's strength.
- *The eagle* is a national symbol which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.
- *The owl*, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture.

OBJECTIVE 7

Answer should include any of four of the following:

- The jacket should only be worn by members.
- It should be kept clean and neat.
- The jacket should have only a large emblem on the back and a small emblem on the front; the name of the State Association and the name of the local chapter on the back; and the name of the individual and one officer or honor on the front.
- The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
- The jacket should be worn by officers and members on all official FFA occasions, as well as other occasions where the chapter of State Association is represented. It may be worn to school and other appropriate places.
- The jacket should only be worn to places that are appropriate for members to visit.
- School letters and insignia of other organizations should not be attached to or worn on the jacket.
- When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
- The emblems and lettering should be removed if the jacket is given or sold to a nonmember.
- A member always acts like a lady or gentleman when wearing the jacket.
- Members should refrain from use of tobacco and alcohol while wearing the FFA jacket or officially representing the organization.

- All chapter degree, officer, and award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA charm and American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket; these should represent the highest degree earned, the highest office held, and the highest award earned by the member.

OBJECTIVE 8

Answer should include any four of the following:

- Knowledge of the FFA on the part of every member
- Capable officers and leaders
- Responsibilities shared by all members in chapter activities
- Challenging program of activities
- Adequate financing for chapter activities
- Proper equipment and records
- A workable Constitution and Bylaws
- Well-planned, regularly held chapter meetings
- Support by school officials and community leaders
- A chapter resource system in place

OBJECTIVE 9

Answer should include any four of the following:

- Meeting schedule is placed on the school's activity calendar
- Uses an executive committee to assure careful planning in advance of the meeting time
- The agenda is posted several days prior to the meeting
- Starts and finishes on time
- Proceeds according to an established order of business
- Is conducted according to accepted parliamentary procedure
- Officer and committee reports are written and ready to present
- Is conducted by officers familiar with their duties and responsibilities
- Commands the interest and attention of all members
- Provides for maximum member participation and for development of cooperative attitudes among members
- Includes business, entertainment features, and refreshments
- Contains a minimum of active participation by the advisor

OBJECTIVE 10

- Providing leadership to local chapters
- Conducting State FFA Convention
- Conducting leadership training sessions for local officers
- Conducting public speaking contests
- Representing the state at national FFA events

OBJECTIVE 11

Answers will have to be supplied by instructor using information in the state FFA publication.

OBJECTIVE 12

- National — *FFA New Horizons*
- State — To be evaluated to the satisfaction of the instructor

OBJECTIVE 13

Answer should include any five of the following and may include others that the chapter approves:

- Radio and television programs
- FFA Week articles in newspapers
- School assemblies
- Civic club programs
- Parent and member banquet
- Educational exhibit in the community
- Church attendance as a group
- Window displays
- Food for America program

OBJECTIVES 14-17

Evaluated on Assignment Sheets 1-4

OBJECTIVE SHEET

FFA ACTIVITIES

2

INTRODUCTION

Many activities take place within an FFA chapter. Officers are nominated and elected to lead the chapter during the year, committees are set up to handle projects, a program of activities is developed to provide guidelines for chapter activities, and the opportunity for competition exists for members attending FFA conferences. These FFA chapter activities allow members to grow as individuals and to interact with other members as a team. This unit covers many of the activities available to FFA chapter members.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with FFA chapter activities to their correct definitions.
2. Match chapter officers to their correct duties.
3. List the characteristics of an effective chairman.
4. Arrange in order the steps of the election process.
5. State the primary purposes of committees.
6. Match the common types of committees to their length of service.
7. Arrange in order the steps in setting up committees.
8. Match to their purposes the FFA activity areas for a program of activities.
9. Choose from a list considerations for selecting meaningful activities for an FFA program of activities.
10. Name contests and awards for individual FFA members.
11. Name awards and activities for FFA chapters.
12. Name non-competitive activities in FFA.

13. List additional activities in which FFA chapters may participate.

14. List places to submit information for the public about FFA.

15. List factors to consider when preparing a press release.

16. Prepare a press release. (Assignment Sheet 1)

17. Participate in FFA opening and closing ceremonies. (Assignment Sheet 2)

18. Participate in an FFA chapter meeting. (Assignment Sheet 3)

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Explain that setting up a chapter, electing officers, and establishing committees provide the foundation of the FFA program of activities. Invite a former officer or member to explain how the program of activities provides some of the best opportunities for learning by doing and helps unite students. Have the speaker also explain how a program of activities creates a positive atmosphere in which students learn to accept responsibility, work as a team, manage a budget, and handle success.
- Point out that before calendar planning starts, FFA members must elect officers so that the president may appoint committees and determine the goals and interests of individuals and of the chapter itself.
- Discuss Information Sheets and Assignment Sheets.
- Invite guest speakers.

  ☑ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheets, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with FFA chapter activities to their correct definitions.

- Explain that terms appearing on the Information Sheet, Objective 1, are essential to the basic understanding of the unit.

- Show at least one example of an agenda.

- Display parliamentary procedure reference books.

Objective 2: Match chapter officers to their correct duties.

- Explain that effective officers assure that what the local FFA chapter decides gets done. Use the Information Sheet, Objective 2, to point out specific responsibilities of each officer. Stress that commitment to the duties of each office is essential.

- Have your local chapter officers visit your class to explain their duties as officers.

  ☑ **NOTE:** The *Official FFA Manual* lists six officers and describes their duties, but a single class may be able to function with fewer than six officers. If the chapter is large, it may be advantageous to elect additional officers. Assist students in selecting the offices that will best serve the local need.

Objective 3: List the characteristics of an effective chairman.

- Have students make individual lists of characteristics of an effective chairman. Ask each student to exchange lists with another student and try to add another characteristic of an effective chairman. Have each student exchange lists with yet another student to repeat the process. Ask one student to make a composite list on the board. Ask the class to compare their composite list with the information sheet.

- Discuss ways students can develop the characteristics of an effective chairman.

Objective 4: Arrange in order the steps of the election process.

- Review the steps in the election process using the Information Sheet, Objective 4. Help students become motivated to start the election process.

- Help students discuss qualities of effective leaders.

- Use information from *The Official FFA Manual* regarding characteristics of selected leaders.

- Assist the election committee in selecting a nomination procedure.

    - ☐ *Candidate filing forms* allow those who are interested in serving to nominate themselves. These forms encourage commitment without embarrassment, ensure a slate of candidates prior to the election, and provide time for campaign planning. They also offer early involvement for everyone, either as a candidate or as a petition signer. A week should be sufficient time for candidates to gather signatures for their petitions.

    - ☐ *Selection by a nomination committee* allows a group to recommend one or more candidates for each office after making certain each candidate is willing to serve. A committee runs the risk of passing over students who would like to run and who are potentially good officers.

    - ☐ *Nominations from the floor* during a chapter business meeting is the easiest method if the chapter has waited too long to allow time for a full-fledged campaign; this method, however, often turns into a popularity contest.

    - ☐ *Selection by the advisor* takes all the motivation away from the students and deprives them of the benefits of participation in the democratic process.

- Assist students in setting up guidelines for campaign speeches, and allow time in advance of balloting for serious thought by members. Consider a "Meet the Candidates" event that can include speeches as well as informal time. Time limits (e.g., five minutes for each speech) for the speeches should be set and followed.

- Arrange a presentation that will not only make students want to run for office but will also make them believe that they can succeed. A guest speaker could help. A former FFA member, a dynamic leader from a trade association, a local politician or civic leader, or a member of your advisory committee might agree to talk to your students.

- Review the procedures for nominations, campaigns, election, and installation of officers.

  ☑ **NOTE:** Inquire about school regulations involving campaigns before discussing them with students.

- Assist students in preparing for balloting.

- Allow ample time for preparation of ballots if the ballot method is used.

  ☑ **NOTE:** The ballot method ensures absolute freedom and privacy for each voter to vote his or her conscience without regard to group pressure. Use of this method means that paper ballots must be printed.

- Allow a hand or voice vote if the election committee has decided to take nominations from the floor since there will be no time to print ballots. This method can result in a loss of confidence by candidates who do not do well. A variation of this method, in which one officer is elected at a time, allows runners-up to run for other offices.

- Recruit an impartial outsider to tally the votes. Counting should be done immediately, and results should be announced as soon as possible. The announcer should be prepared to congratulate winners and runners-up for their effort. Avoid announcing actual vote count. Put runners-up to work on committees to maintain their interest in the chapter and to use their demonstrated abilities.

- Make officer installation a highlight of the election. Invite parents, administrators, advisory committee members, media, and so on. Choose a place large enough and comfortable enough for all members and guests. The ceremony is a serious one and should be carried out with dignity. Make sure that the installation ceremony is held within a week of the election.

Objective 5: State the primary purposes of committees.
Objective 6: Match the common types of committees to their length of service.
Objective 7: Arrange in order the steps in setting up committees.

- Help students realize what committees are and why they are essential to an active FFA chapter.

  ☑ **NOTE:** As an advisor, you should bear in mind that the committee's function is to produce a list of suggested activities, not to make a final decision as to which activities the chapter as a whole will elect to carry out. You should also stress the importance of quality, not quantity. The number of activities each committee plans is not nearly so important as the lessons learned from each activity that is carried out successfully.

- Help students see how a committee resembles a miniature chapter. A committee holds regularly scheduled meetings, follows an agenda, has a chairperson who functions like a president, and has members who participate as they would in a chapter meeting.

- Help students understand why committees are needed to carry out a balanced program of activities.

  ☑ **NOTE:** Remember the four basic ways your chapter can carry out a program of activities. They are to:

  - *Let you do all the work* – This option may sound ridiculous, but when chapter members do not understand how to use committees, they may get frustrated and call on you for assistance. It is sometimes a temptation for you to step in and make decisions for the group rather than to guide your students to make their own decisions. The result, of course, is that your students are deprived of important learning experiences. Also, it is pretty obvious that if one person could do all the work, there would be no reason to have a chapter in the first place.

  - *Let officers do all the work* – Your chapter members should understand that the officers are not the workhorses. No team relies on the team captain to win the game while team members sit on the sideline. There are simply not enough hours in the day for five or six officers to plan, carry out, and evaluate all of the chapter's activities, in addition to holding chapter meetings, attending school, learning a job skill, doing homework, and, perhaps, holding down a job. A major point in the chapter program (and in the work place) is that people need to work together.

  - ☐ *Do the work as a group* – At first glance, this option may appear to be the most democratic. If a chapter's goal is total student involvement, everyone should have a chance to offer some ideas at the chapter's business meetings. In reality, however, the meetings would be overburdened with details of planning, and most of the activities would never get off the drawing board if everything was done by the entire group.

  - ☐ *Divide the workload into manageable portions and let committees handle it* – Committees are, by process of elimination, the best workable solution to the problem of getting things done, instead of getting them thought about.

- Introduce the basic types of committees, how they are set up, and FFA chapter activity areas. Remind FFA members that the chapter president is ultimately responsible for naming the committee chairpersons. Before the president makes the appointments, however, the chapter executive council should meet to discuss chapter needs and directions and determine whether any committees need to be eliminated or added.

Objective 8: Match to their purposes the FFA activity areas for a program of activities.
Objective 9: Choose from a list considerations for selecting meaningful activities for an FFA program of activities.

- Reemphasize that the program of activities is the heartbeat of FFA. Point out that the program of activities is what the chapter is going to do during the school year and that the chapter will provide opportunities for participation in a variety of activities based on members' interests.

- Have students brainstorm types of activities for the yearly calendar.

- Discuss the purposes and considerations of a program of activities. You should stress the importance of a program of activities as a tool for planning the chapter's activities for the coming year.

- Show students scrapbooks of pictures and articles related to previous activities and discuss future events.

- Have students start filling in the Program of Activities Wall Chart.

- Encourage students to use their *FFA Activity Handbook* to record what the chapter decides.

Objective 10: Name contests and awards for individual FFA members.
Objective 11: Name awards and activities for FFA chapters.
Objective 12: Name non-competitive activities in FFA.
Objective 13: List additional activities in which FFA chapters may participate.

- Use the Information Sheets, Objectives 9-12, to show the many opportunities that FFA members and chapters have to participate on the local, state, and national levels.

Objective 14: List places to submit information for the public about FFA.
Objective 15: List factors to consider when preparing a press release.
Objective 16: Prepare a press release. (Assignment Sheet 1)

- Use the Student Supplement and Assignment Sheet 1 to help students learn to use media to inform the public of FFA activities and accomplishments.

- Prepare sample press releases for students to use as guides.

- Bring samples of press releases submitted to local newspapers in the past.

- Cut out examples of good local stories from the newspaper and bring them to class. Discuss what makes them good, such as a strong lead; local interest; or a special "hook".

Objective 17: Participate in FFA opening and closing ceremonies. (Assignment Sheet 2)
Objective 18: Attend an FFA chapter meeting. (Assignment Sheet 3)

- Help students understand the meaning of FFA ceremonies. Emphasize the reason for FFA ceremonies: to represent the source of pride and identity and act as a constant reminder of the traditions and purposes of the FFA.

- Divide the class into groups for practice. Each person should be allowed to perform in any or all of the positions. This is an excellent method for determining which students are best suited to serve on the team for district competition.

- Encourage students to memorize parts and to practice voice quality and movement in front of a friend or a mirror. Explain to students that they may feel foolish practicing in front of a mirror, but if they are serious about improvement, this method works.

- Use a different group of students each time you have to present the ceremonies in your chapter or section meeting. Do this until all chapter members have had an opportunity to perform.

- Schedule ceremonies competition between members in each training program in your school. Select class teams; schedule competition between classes, and give awards.

- Invite officers from another FFA chapter to conduct an initiation ceremony for new members.

- Have students complete Assignment Sheets 2 and 3.

EVALUATION

Pretest

- Use the unit Written Test for **both** the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

Assignment Sheet

- Evaluate students on Assignment Sheet activities if not previously done. Students must repeat an Assignment Sheet until they have mastered the activity.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the Optional Resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of competency profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

REQUIRED RESOURCES

- *Official FFA Manual.* Alexandria, VA: National FFA Organization. (This publication is updated annually. Please get copies of the most current version).

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

☑ **NOTE:** The following items are available from the National FFA Supply Service, P.O. Box 15160, Alexandria, VA, 22309-0160, phone (800)336-6556.

- *Program of Activities Workbook*
- *Reporter's Handbook*
- *Secretary's Handbook*
- *Treasurer's Handbook*

Videos

- *Chapter Officer Leadership Development.* This video is part of the National Leadership Workshop Series. (Color, VHS, 30 minutes)

Other

- Program of Activities Wall Chart. This wall chart compliments the *Program of Activities Workbook* and provides a graphic display of your program of activities.

UNIT REFERENCES

- *Official FFA Manual.* Alexandria, VA: National FFA Organization.

FFA ACTIVITIES

OBJECTIVE 1

Match terms associated with FFA chapter activities to their correct definitions.

- **agenda** – organized listing of the order of business for a meeting
- **executive committee** – standing committee that acts to expedite chapter planning; usually consists of all officers
- **extemporaneous speech** – talk delivered on an assigned topic with a minimum of advance preparation
- **parliamentary procedure** – set of rules for conducting a meeting in an organized and efficient manner

  ☑ **NOTE:** *Robert's Rules of Order, New Revised* is the standard for FFA.

- **program of activities** – written outline of the activities an FFA chapter plans to accomplish during the year

OBJECTIVE 2

Match chapter officers to their correct duties.

☑ **NOTE:** It is the responsibility of the elected officers to perform the opening and closing ceremonies at all official chapter meetings.

- President
  - ☐ Presides over all meetings
  - ☐ Appoints all committees and serves as an ex-officio (non-voting) member on all committees
  - ☐ Coordinates and supervises the chapter activities and committees; evaluates activities related to the program of activities
  - ☐ Represents the chapter at official functions; promotes the chapter and positive public relations

- Vice-president
  - ☐ Assumes the duties of the president in his or her absence
  - ☐ Develops the chapter's program of activities and serves as an ex-officio member of all program of activities committees
  - ☐ Coordinates the chapter's committee work
  - ☐ Works with the chapter advisor or president to evaluate progress toward chapter goals
  - ☐ Sets up and maintains a resource file for the chapter
- Secretary
  - ☐ Prepares and reads the minutes for all chapter meetings
  - ☐ Prepares and posts an agenda for all meetings
  - ☐ Maintains the membership list and records of attendance and activity; issues membership cards
  - ☐ Answers all chapter correspondence promptly
  - ☐ Brings the following to each meeting:
    - ▸ *Secretary's book*
    - ▸ Program of activities including committee assignments
    - ▸ *Official FFA Manual* and *FFA Student Handbook*
    - ▸ Chapter Bylaws and Constitution
  - ☐ Updates the program of activities wall chart
  - ☐ Records committee reports in *Secretary's Book*
- Treasurer
  - ☐ Receives, records, and deposits all monies received by the chapter; issues receipts
  - ☐ Presents financial reports at chapter meetings
  - ☐ Collects dues and any other assessments
  - ☐ Maintains the *Treasurer's Book*

  - Prepares and submits dues and membership roster to the National FFA Organization
  - Chairs the earnings and savings committee

- Reporter
  - Coordinates public relations efforts; works with the local newspaper, television and radio stations, and other organizations to promote the FFA.
  - Prepares and distributes press releases to local media; submits stories and photos to area, district, state, regional, and national publications
  - Publishes the chapter newsletter
  - Maintains the chapter scrapbook
  - Serves as the chapter photographer

    ☑ **NOTE:** The *Reporter's Handbook* outlines and details the duties of the chapter's reporter

- Sentinel
  - Prepares the meeting room; cares for chapter equipment and supplies
  - Attends the door; welcomes visitors and guests
  - Keeps the meeting room comfortable
  - Takes charge of candidates for degree ceremonies
  - Assists with special features and refreshments

    ☑ **NOTE:** The officers mentioned above are required by the National FFA constitution. Optional offices may be added on the local level.

OBJECTIVE 3

List the characteristics of an effective chairman.

☑ **NOTE:** The terms *chairperson* and *chairwoman* are sometimes used to recognize women in positions of leadership. According to the National Association of Parliamentarians, however, the terms *chairman* or *madam chairman* will continue to be used to designate the person who is the chair. The term *madam chairman* is appropriate when a female is in the leadership position.

- Willingness to work

- Self-confidence
- Ability to use parliamentary procedure effectively
- Ability to make fair and impartial judgments
- Neat appearance
- Ability to listen to and involve all members
- Dependable

OBJECTIVE 4

Arrange in order the steps of the election process.

1. Appoint an election committee

   ☑ **NOTE:** The duties of the election committee are to set guidelines for chapter elections. Guidelines should include offices to be filled, nomination procedures, campaign guidelines, election rules, and follow-up.

2. Nominate officers
3. Conduct a campaign
4. Hold the election
5. Install the new officers

OBJECTIVE 5

State the primary purposes of committees.

Committees are created for various reasons and purposes. These purposes include:

- To allow all students to become actively involved in chapter activities
- To distribute the workload equally
- To provide the chapter with information
- To make recommendations to chapter members

OBJECTIVE 6

Match the common types of committees to their length of service.

- **standing** – appointed for an entire year

  EXAMPLES: Membership, program, finance, social, service, and safety

- **special** – appointed as needed for specific activities

  EXAMPLES: Banquet, special event, scrapbook

OBJECTIVE 7

Arrange in order the steps in setting up committees.

1. The executive council (chapter officers) decides which committees are needed.
2. The chapter president appoints a chairman.

   ☑ **NOTE:** In many chapters, elected officers will serve as committee chairmen.

3. The officers make staffing assignments.

   ☑ **NOTE:** Every chapter member should serve on at least one committee.

OBJECTIVE 8

Match to their purposes the FFA activity areas for a program of activities.

- **Professional development** – develops increased awareness in citizenship, leadership, and productivity in the world of work

  EXAMPLES: Motivational seminar

- **Community service** – promotes understanding and goodwill within the community

  EXAMPLES: Blood drive, beautification project, toys for tots

- **Ways and means** – plans and participates in fundraising activities

  EXAMPLES: Candy sales, car wash

- **Skill Competitions** – prepares members for competition in career and leadership contests

  EXAMPLE: District interscholastic skill competition

- **Safety** – promotes awareness of safety hazards on or off the job

  EXAMPLES: Safety poster campaign, bicycle safety, hunter safety

- **Public relations** – develops a good relationship between school and community

  EXAMPLE: Speaking at civic clubs

- **Social** – provides informal atmosphere for chapter members to get better acquainted

  EXAMPLES: Recognition banquets, cookout

OBJECTIVE 9

Choose from a list considerations for selecting meaningful activities for an FFA program of activities.

When selecting activities for a program of activities, the following questions should be asked:

- Does the activity contribute to the program objectives?
- Does the activity contribute to FFA goals?
- Does the activity reflect the thinking of the entire chapter?
- Does the activity allow for planning and implementation to be performed by the chapter members?
- Does the activity allow for committee work to contribute to the overall program?
- Does the activity ensure that leadership development is a major part of all activities?
- Does the activity reflect long-range, as well as immediate plans?

OBJECTIVE 10

Name contests and awards for individual FFA members.

- **Achievement Awards** – These awards recognize the accomplishments of individuals in their individual instructional programs and FFA leadership activities.

- **Proficiency Awards** – There are numerous areas in which FFA members may compete in the development of specialized skills and abilities in an agricultural career.

- **Star Awards** – There are Star Awards given each year at the chapter, state, and national levels. The star Greenhand is awarded at the chapter level, and Star Farmers and Stars in Agribusiness are awarded at all levels.

- **Public Speaking** – There are several public speaking contests in which an FFA member may participate. On the local level you may begin with the Creed Contest as a freshman and progress to such contests as extemporaneous speaking, prepared speaking, and others. Through successful competition, a member may also have a chance to compete in the state and national levels.

- **Judging Contests** – There are several areas in which a member can compete in the judging contests. Through the various judging contests, a member will develop technical knowledge, the ability to make sound judgements, the ability to defend these judgments and the ability to be a good sport.

- **National FFA Agriscience Awards** – These programs promote specialized skills for agricultural careers after high school; help students prepare for advanced studies in agricultural areas; and provide scholarships for outstanding agriscience programs through the Agriscience Student Recognition Program.

- **Scholarships** – These are awarded to graduating seniors, who are continuing their education in a college or university, who have shown great determination in developing themselves and community in the agriculture area.

- **Achievement in Volunteerism Awards** – In this area, the FFA member is recognized for the accomplishments in leading the chapter's Building Our American Communities (BOAC) program

- **Livestock Shows** – An FFA members has the opportunity to compete in several livestock shows throughout the year. The limit is generally based upon the FFA Advisor.

OBJECTIVE 11

Name awards and activities for FFA chapters.

- **National Chapter Award** – This award program is based on the degree of achievements of local chapters in the completion of the chapter program of activities. Recognition is given Superior Chapter on the state level and bronze, silver, and gold awards winners on the national level.
- **Food for America** – This is recognition for FFA chapters developing a program for teaching elementary students about agriculture.
- **National Safety Award Program** – This is a program in which the FFA chapter helps to make their community a safe place to live. Awards are presented on the state and national levels.
- **Building our American Communities** – BOAC involves FFA members in community activities. Awards are presented on the local, state, and national levels.

OBJECTIVE 12

Name non-competitive activities in FFA.

- FFA Band, Chorus, and Talent
- National and State FFA Conventions
- Leadership camps and conferences
- National FFA Week

OBJECTIVE 13

List additional activities in which FFA chapters may participate.

Additional activities may include, but are not limited to, the following.

- Holiday banquets
- Barbecues
- Cake sales
- Flower sales
- Sausage sales
- Camping trips

OBJECTIVE 14

List places to submit information for the public about FFA.

- Bulletin boards in school hallways
- Scrapbook table at organization activities such as banquets, award programs, barbecues, etc.
- Guest spots on local television and radio programs
- Local organization newsletter
- Articles in school newspapers

OBJECTIVE 15

List factors to consider when preparing a press release.

- Use letterhead of your local chapter (if possible)
- State the event
- State the date and time of the event
- Give the specific location
- Develop interest with a strong lead or "hook"

  EXAMPLE: If two members win state awards for public speaking, you may use a phrase such as "local members talk themselves to state award." This catches or "hooks" the audience's attention and creates a desire to read the information.

OBJECTIVES 16-18

Complete Assignment Sheets 1-3.

PREPARING NEWS RELEASES

PRESS RELEASES

Cover the following points on letterhead stationery.

EVENT: ______________________________

DATE: ______________________________

LOCATION: ______________________________

- Write a special hook (interest-catcher) to entice the reporter or assignment editor.

  EXAMPLE: Local FFA chapter members will sponsor a career day at the community center on October 10. The FFA members will be offering various demonstrations during the fair to promote agricultural careers. Activities will begin at 10 AM and conclude at 3 PM.

- Include a resource.

  EXAMPLE: Direct questions and requests for additional information to FFA Advisor, John Green at 555-9999.

- If the location is unusual, give directions and parking instructions. (The community center is at Pine and 31st. Street.)

- Staple any additional information of interest, such as newspaper clippings, to the back.

- Send out the press release and follow up with a phone call seeking a time commitment.

  ☞ **NOTE:** The preceding information applies to all news releases. The following information, however, is used with television news releases and interviews.

TELEVISION NEWS RELEASES

Cover the following points on letterhead stationery:

- Name or names of people who will appear on the show (specify date)

  ☞ **NOTE:** Be sure spelling is correct and professional titles are spelled out.

- Special information about the event

  EXAMPLE: FFA members will be demonstrating several new techniques in horticulture during the career fair.

- Special numbers that need to appear on the screen

  EXAMPLE:

  Please superimpose the ticket number on the screen.

  TICKETS: 555-0023

  If you have questions, call FFA Advisor Jones at 555-0001.

ON CAMERA INTERVIEWS

Getting Ready

- Prepare. Watch the show before your appearance.
- Dress as you would normally dress but avoid wearing all white or stripes. Shiny jewelry may also cause camera problems. If you're comfortable without your glasses, take them off. They may cause a glare.
- Wear darker make-up. Use powder right before you go on the set to get rid of oily shine.
- Prepare some interesting questions and answers—unusual things that the audience might remember.

In the Studio

- Forget about the cameras. Focus your eye contact on the show host or reporter. Never follow the red lights on the camera. Do not be startled when you come up on the TV monitors.
- Avoid rocking in your chair. Sit toward the front of your seat in as comfortable a position as possible. Lean forward; be enthusiastic.
- Watch your body language; do not twirl the microphone, your necktie or necklace, or your hair.
- Be aware of signals from the studio crew/floor director that indicate your time is up. If you get a wrap (signal for a break), finish what you're saying and let the reporter or anchor take over.
- Answer questions as openly and to the point as possible. Use positive and upbeat statements, and avoid technical jargon that no one except your co-workers can understand.
- If you are not at liberty to comment, simply explain yourself and end positively, "Just as soon as we can, we'll have an explanation for you." Avoid a flat, "No comment."
- Smile, if it is appropriate.

Used with permission of Karen Keith, News-Anchor KJRH-2, Tulsa, OK.

NATIONAL MEDIA

Use the national media, you may be surprised!

- Send your ideas to the addresses listed below.
- Make sure the information is easy to read and appealing.
- Use the phone numbers sparingly.

TODAY SHOW

NBC
30 Rockefeller Plaza, Room 352
New York, NY 10012
(291) 664-5488
Willard Scott is good about mentioning special events. Send a T-shirt or hat relating to the event with the press release.

GOOD MORNING AMERICA

Roberta Dougherty
147 Columbus Ave., 6th Floor
New York, NY 10023
(212) 456-5900

CBS MORNING NEWS

Ted Savaglio
524 West 57th Street
New York, NY 10019
(212) 975-4321

ASSIGNMENT SHEET 1 — *FFA ACTIVITIES* — 2

Name ______________________________ Score __________

OBJECTIVE 16

Prepare a press release.

INTRODUCTION

Informing your school and community about your FFA chapter activities and individual members' accomplishments is part of every member's responsibility. Using a standard form will help you and your officers communicate effectively.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Compose essays

Prepare a press release about a local chapter event or something about you or one of your fellow members. Complete the form below.

EVENT: ______________________________

DATE: ______________________________

LOCATION: ______________________________

HOOK: ______________________________

____

____

____

____

BODY OF THE RELEASE: ______________________________

____

____

____

____

____

QUESTIONS OR ADDITIONAL INFORMATION: ______________________

PARKING INSTRUCTIONS: ______________________

ASSIGNMENT SHEET 2

FFA ACTIVITIES

2

Name ______________________________ Score __________

OBJECTIVE 17

Participate in FFA opening and closing ceremonies.

INTRODUCTION

FFA opening and closing ceremonies form the basis for all regular FFA meetings as well as other FFA ceremonies. Learning to participate in FFA opening and closing ceremonies develops basic leadership qualities: teamwork, poise in front of other people, voice control, a sense of order in conducting business, and attention to personal appearance. The ceremonies also reinforce beliefs

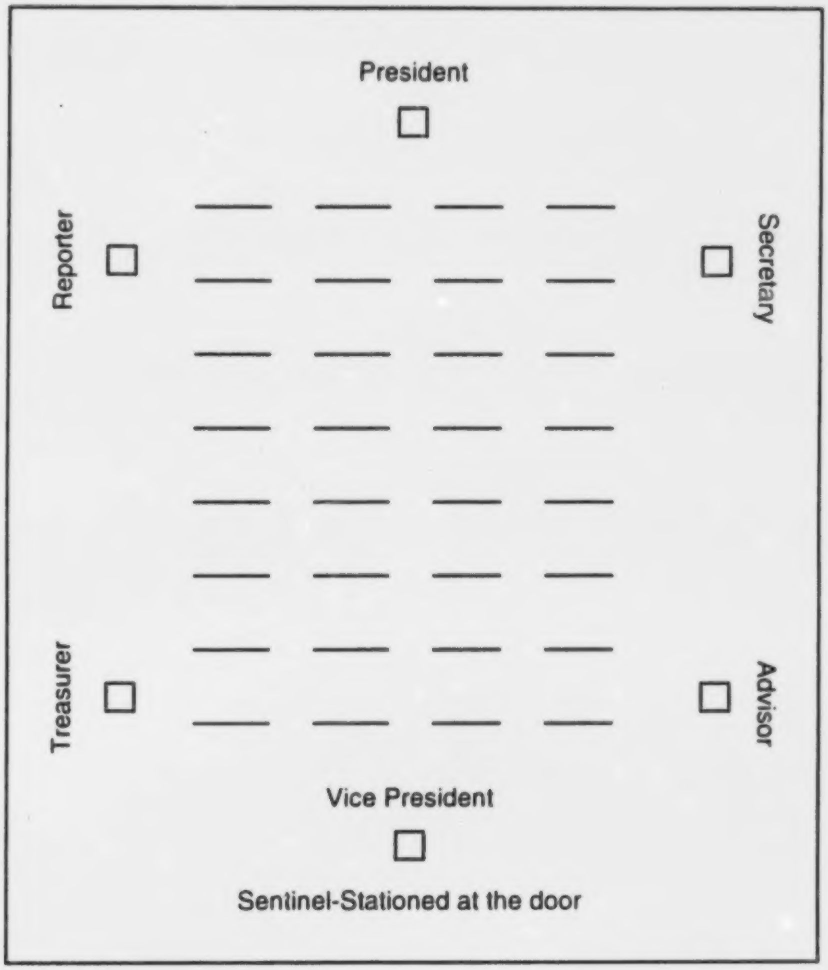
- in God (invocation)
- in FFA (emblem)
- in America (Pledge of Allegiance)
- in fair play
- in one's self

INSTRUCTIONS

Use the stage or room arrangement shown on the following page. If your chapter does not have a banner, be sure that some method is used to display the chapter colors prominently. Perform the parts assigned by your instructor as directed. Refer to your *Official FFA Manual* for the opening and closing ceremonies.

Functional Reading
- Follow written instructions

Oral Presentation
- Use good speaking techniques
- Present appropriate appearance


President
Reporter
Secretary
Treasurer
Advisor
Vice President
Sentinel-Stationed at the door

ASSIGNMENT SHEET 3 — FFA ACTIVITIES

2

Name ______________________ Score __________

OBJECTIVE 18 **Participate in an FFA chapter meeting.**

INTRODUCTION

It is the responsibility of all FFA members to attend and participate in the local FFA chapter meetings. During the meetings, each member can express opinions and develop plans for improvement of the chapter. As a first-year agricultural education student, you have the opportunity to select committees on which you wish to work. At the first meeting, you will probably not have a leadership role or do a lot of talking, but you will learn how the meetings operate.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Oral Presentation
- Use good speaking techniques
- Present appropriate appearance

Read the parts listed below several times; practice saying your part aloud without looking at the copy. Learn your part before the first meeting. You will not have to recite the part by yourself but you will be required to stand and say the part with the other FFA members.

OPENING CEREMONY

President: Thank you. FFA members, why are we here?

(All members stand at third tap of gavel.)

Member response: (in unison.) To practice brotherhood, honor agricultural opportunities and responsibilities, and develop those qualities of leadership which an FFA member should possess.

(All are seated at one tap of gavel)

CLOSING CEREMONY

(The president taps three times with gavel to call members to stand, face the flag at the reporter's station, and with their right hands over their hearts repeat the following pledge.)

In unison: I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

FFA ACTIVITIES

Name ______________________________ Score __________

OBJECTIVE 1

Match terms associated with FFA chapter activities to their correct definitions. Write the correct letters in the blanks.

a. executive committee
b. parliamentary procedure
c. extemporaneous speech
d. agenda
e. program of activities

____ 1. Organized listing of the order of business for a meeting

____ 2. Standing committee that acts to expedite chapter planning; usually consists of all officers

____ 3. Set of rules for conducting a meeting in an organized and efficient manner

____ 4. Talk delivered on an assigned topic with a minimum of advance preparation

____ 5. Written outline of the activities an FFA chapter plans to accomplish during the year

OBJECTIVE 2

Match chapter officers to their correct duties. Write the correct letters in the blanks. Answers may be used more than once.

a. president
b. vice-president
c. secretary
d. treasurer
e. reporter
f. sentinel

____ 1. Receives, records, and deposits all monies received by the chapter; issues receipts

____ 2. Presides over all meetings

____ 3. Prepares and posts an agenda for all meetings

____ 4. Keeps the meeting room comfortable

May be photocopied for student use.

____ 5. Serves as an ex-officio (non-voting) member on all committees

____ 6. Assumes the duties of the president in his or her absence

____ 7. Coordinates public relations efforts; works with the local newspaper, television and radio stations, and other organizations, to promote the FFA

____ 8. Presents financial reports at chapter meetings

____ 9. Develops the chapter's program of activities; serves as an ex-officio member of all program of activities committees

____ 10. Maintains the membership list and records of attendance and activity; issues membership cards

____ 11. Publishes the chapter newsletter

____ 12. Prepares and reads the minutes for all chapter meetings

____ 13. Answers all chapter correspondence promptly

____ 14. Coordinates the chapter's committee work

____ 15. Updates the program of activities wall chart

____ 16. Coordinates and supervises chapter activities and committees; evaluates activities related to the program of activities

____ 17. Attends the door; welcomes visitors and guests

____ 18. Prepares the meeting room; cares for chapter equipment and supplies

May be photocopied for student use.

OBJECTIVE 3

List the characteristics of an effective chairman. Write six characteristics in the spaces provided.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

OBJECTIVE 4

Arrange in order the steps of the election process. Write a "1" before the first step, a "2" before the second step, and so on.

____ Nominate officers

____ Hold election

____ Appoint election committee

____ Install new officers

____ Conduct campaign

OBJECTIVE 5

State the primary purposes of committees. Write four purposes in the spaces provided.

1. ____________________
____
2. ____________________
____
3. ____________________
____
4. ____________________
____

May be photocopied for student use.

OBJECTIVE 6

Match the common types of committees to their length of service. Write the correct letters in the blanks.

a. special
b. standing

____ 1. Appointed for an entire year

____ 2. Appointed as needed for specific activities

OBJECTIVE 7

Arrange in order the steps in setting up committees. Write a "1" before the first step, a "2" before the second step, and so on.

____ Officers make staffing assignments.

____ The executive committee (chapter officers) decides which committees are needed.

____ Chapter president appoints chairman.

OBJECTIVE 8

Match to their purposes the FFA activity areas for a program of activities. Write the correct letters in the blanks.

a. Social
b. Ways and means
c. Public relations
d. Professional development
e. Skill competitions
f. Community service
g. Safety

____ 1. Develops increased awareness in citizenship, leadership, and productivity in the world of work

____ 2. Promotes understanding and goodwill within the community

____ 3. Plans and participates in fundraising activities

____ 4. Prepares members for competition in career and leadership contests

____ 5. Promotes awareness of safety hazards on or off the job

____ 6. Develops a good relationship between school and community

May be photocopied for student use.

_____ 7. Provides informal atmosphere for chapter members to get better acquainted

OBJECTIVE 9

Choose from a list considerations for selecting meaningful activities for an FFA program of activities. Write an "X" before correct answers.

_____ a. Does activity make a lot of money for the chapter?

_____ b. Does activity contribute to program objectives?

_____ c. Does activity involve only chapter officers?

_____ d. Does activity contribute to FFA goals?

_____ e. Does activity reflect the thinking of the entire chapter?

_____ f. Does activity allow for planning and implementation to be performed by students?

_____ g. Does activity contribute to a good time?

_____ h. Does activity allow for committee work to contribute to the overall activity program?

_____ i. Does activity ensure that leadership development is a major part of all activities?

OBJECTIVE 10

Name contests and awards for individual FFA members. Write three contests or awards in the spaces provided.

1. ____

2. ____

3. ____

OBJECTIVE 11

Name awards and activities for FFA chapters. Write five activities or awards in the spaces provided.

1. ____

2. ____

3. ____

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4. ______________________________

5. ______________________________

OBJECTIVE 12

Name non-competitive activities in FFA. Write three activities in the spaces provided.

1. ______________________________
2. ______________________________
3. ______________________________

OBJECTIVE 13

List additional activities in which FFA chapters may participate. Write three activities in the spaces provided.

1. ______________________________
2. ______________________________
3. ______________________________

OBJECTIVE 14

List places to submit information for the public about FFA. Write five places to submit information.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

OBJECTIVE 15

List factors to consider when preparing a press release. Write your answers in the spaces provided.

- ______________________________
- ______________________________
- ______________________________

May be photocopied for student use.

- ______________________________
- ______________________________

OBJECTIVES 16-18

Evaluated on Assignment Sheets 1-3.

May be photocopied for student use.

ASSIGNMENT SHEETS

OBJECTIVE 16

Assignment Sheet 1

Use the following criteria as an aid in evaluating the completed Assignment Sheet:

- Did the student use proper grammar, spelling, punctuation, etc.?
- Is each section of the press release complete and concise?
- Would the press release attract the attention of the reader?

OBJECTIVES 17 and 18

Assignment Sheets 2 and 3

To be evaluated to the satisfaction of the instructor.

WRITTEN TEST

OBJECTIVE 1

1. d
2. a
3. b
4. c
5. e

OBJECTIVE 2

1. d
2. a
3. c
4. f
5. a
6. b
7. e
8. d
9. b
10. c
11. e
12. c
13. c
14. b
15. c
16. a
17. f
18. f

OBJECTIVE 3

Answer should include any six of the following:

- Willingness to work
- Self-confidence
- Ability to use parliamentary procedure effectively
- Ability to make fair and impartial judgments
- Neat appearance
- Ability to listen to and involve all members
- Dependable

OBJECTIVE 4

2, 4, 1, 5, 3

OBJECTIVE 5

Answer should include the following:

- To allow all students to become actively involved in chapter activities
- To equally distribute the workload
- To provide the chapter with information
- To make recommendations to chapter members

OBJECTIVE 6

1. b
2. a

OBJECTIVE 7

3, 1, 2

OBJECTIVE 8

1. 4
2. 6
3. 2
4. 5
5. 7
6. 3
7. 1

OBJECTIVE 9

2, 4, 5, 6, 8, 9, 10

OBJECTIVE 10

Answer should include any five of the following:

- Achievement Awards
- Proficiency Awards
- Star Awards
- Public Speaking
- Judging Contests
- National FFA Agriscience Awards
- Scholarships
- Achievements in Volunteerism Awards
- Livestock Shows

OBJECTIVE 11

Answer should include any three of the following:

- National Chapter Award
- Food for America
- National Safety Award
- Building Our American Communities (BOAC)

OBJECTIVE 12

Answer should include any three of the following:

- FFA Band, Chorus, and Talent
- National and State FFA Conventions
- Leadership camps and conferences
- National FFA Week

OBJECTIVE 13

Answers should include any three of the following:

- Holiday banquets
- Barbecues
- Cake sales
- Flower sales
- Sausage sales
- Camping trips

OBJECTIVE 14

- Bulletin boards in school hallways
- Scrapbook table at organization activities such as banquets, award programs, barbecues, etc.
- Guest spots on local television and radio programs
- Local organization newsletter
- Articles in school newspapers

OBJECTIVE 15

- Use letterhead of your local chapter (if possible)
- State the event
- State the date and time of the event
- Give the specific location
- Develop interest with a strong lead or "hook"

OBJECTIVES 16-18

Evaluated on Assignment Sheets 1-3.

OBJECTIVE SHEET

PARLIAMENTARY PROCEDURE

3

INTRODUCTION

Parliamentary procedure was developed to help keep meetings on track and organized. This unit will help you gain a working knowledge of parliamentary procedure, types of motions, and how parliamentary procedure can benefit your FFA chapter.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with parliamentary procedure to their correct definitions.
2. Select from a list the purposes of parliamentary procedure.
3. State the function of the gavel.
4. Identify methods of voting.
5. Discuss types of motions.
6. Match types of motions to their correct classifications.
7. Match parliamentary procedures to their correct uses during a meeting.
8. Arrange in order the steps in the progression of a motion (Rule of Eight).
9. State the purpose of a motion to amend.
10. List ways to amend a motion.
11. Select from a list the duties of a chapter president.
12. List the desired characteristics of a chapter parliamentary procedure team member.
13. Discuss parliamentary procedure motions. (Assignment Sheet 1)
14. Answer questions about parliamentary procedure. (Assignment Sheet 2)

15. Process a motion using the Rule of Eight. (Assignment Sheet 3)

16. Use parliamentary procedure to conduct or participate in a mock chapter meeting. (Assignment Sheet 4)

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

  ☞ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheets, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

- Introduce unit by helping the students focus on the importance of learning to use parliamentary procedure.
- Have chapter officers conduct a mock chapter meeting for a class.

DELIVERY

Objective 1: Match terms associated with parliamentary procedure to their correct definitions.

- Discuss terms used with parliamentary procedure.
- Use the crossword puzzle found on the Activity Sheet to reinforce terms.

Objective 2: Select from a list the purposes of parliamentary procedure.

- Stress the importance of majority rule in meetings where parliamentary procedure is used. Emphasize, at the same time, that opinions of the minority are heard and that minority ideas and rights are respected as well.

- Explain to the students that some of the people (majority) elect the President of the United States, but, following the election, the President serves all the people.

Objective 3: State the function of the gavel.

- Discuss the function of the gavel. Be sure to refer to your constitution for the gavel taps and the members' responses.

Objective 4: Identify methods of voting.

- Discuss the different methods of voting with students. Explain each method and have students practice using the different methods.

- Explain when and where the different voting methods are used.

Objective 5: Discuss types of motions.

- Use Transparency Master 1 to help students learn the different classifications of motions.

- Explain each classification in depth; provide examples of times when the different classifications of motions are used.

- Have students practice stating motions.

Objective 6: Match types of motions to their correct classifications.
Objective 7: Match parliamentary procedures to their correct uses during a meeting.

- Discuss the different kinds of motions that can be used during a meeting.

- Provide examples to help students see how the motions are used.

- Use Transparency Master 1 to assist students in using different kinds of motions.

Objective 8: Arrange in order the steps in the progression of a motion (Rule of Eight).

- Use Transparency Master 2 to discuss the Rule of Eight.
- Allow each student to present a motion. Use the following examples or create other motions for the students to practice making motions.
    - ☐ I move that the chapter conduct a parliamentary procedure seminar on October 12.
    - ☐ I move that the chapter have a car wash to raise money to pay expenses to the state meeting.
    - ☐ I move that the chapter present an engraved plaque to our adviser.
    - ☐ I move that the chapter plan a Christmas party for the senior citizens in the community.
    - ☐ I move that the chapter donate $500 to the March of Dimes.

Objective 9: State the purpose of a motion to amend.
Objective 10: List ways to amend a motion.

- Allow each student the opportunity of amending a motion.
- Appoint a class member as president of the group.

Objective 11: Select from a list the duties of a chapter president.

- Ask a chapter president to talk to the class and to explain the responsibilities and duties of the presiding officer.

Objective 12: List the desired characteristics of a chapter parliamentary procedure team member.

- Help students prepare to be members of the parliamentary team.
- Have a parliamentary procedure team conduct a meeting for the class. Make sure that the team uses at least five parliamentary procedure points.
- Have students evaluate the performance of the team, using the information in the Information Sheets.

Objective 13: Discuss parliamentary procedure motions.
Objective 14: Answer questions about parliamentary procedure.
Objective 15: Process a motion using the Rule of Eight.
Objective 16: Use parliamentary procedure to conduct or participate in a mock chapter meeting.

- Have students complete Assignment Sheets 1-4.

EVALUATION

Pretest

- Use the unit Written Test for **both** the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretest and using the results. Information for ordering this material is included in the Optional Resources section.

Assignment Sheet

- Evaluate students on Assignment Sheet activities if not previously done. Students must repeat an Assignment Sheet until they have mastered the activity.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the Optional Resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

- *Robert's Rules of Order, Newly Revised.* Scott, Foresman and Company: Glenview, IL, 1981. This book is available at most book stores.

The following book series is available from the National Association for Parliamentarians, 6301 James A. Reed Road, Suite 114, Kansas City, MO 64133-4751.

- "Congratulations Series" from National Association of Parliamentarians.

  1) *You Are the President*
  2) *You Are the Secretary*
  3) *You Are the Treasurer*
  4) *You Are on the Committee*
  5) *You Want to Learn How to Make and Amend Main Motions*
  6) *You Want to Learn Definitions*
  7) *You Are a Member*

Videos

- *Point of Order.* This video introduces and applies *Robert's Rules of Order.* It is recommended by the National Association of Parliamentarians. This video is available to Oklahoma teachers on a free loan basis from the Oklahoma Department of Vocational and Technical Education, Resource Center, ATTN: Instructional Media Specialist, 1500 West Seventh, Stillwater, OK 74074. (Color, VHS, 37 minutes)

UNIT REFERENCES

- *Robert's Rules of Order, Newly Revised.* Scott, Foresman and Company: Glenview, IL, 1981.

SUMMARY OF MOTIONS

Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time at which to adjourn	Yes	No	Yes	M	Yes
Adjourn	Yes	No	No	M	No
Recess	Yes	No	Yes	M	No
Raise the question of privilege	No	No	No	Chair grants	No
Call for the orders of the day	No	No	No	Demand	No
Lay on the table	Yes	No	No	M	No
Previous question	Yes	No	No	$^2/_3$	Yes
Limit or extend the limits of the debate	Yes	No	Yes	$^2/_3$	Yes*
Postpone definitely	Yes	Yes	Yes	M*	Yes
Commit (refer to committees)	Yes	Yes	Yes	M	Yes*
Amend	Yes	Yes*	Yes	M	Yes
Postpone indefinitely	Yes	Yes	No	M	Affirm only
Main motion	Yes	Yes	Yes	M	Yes
Appeal	Yes	Yes*	No	Majority in negative	Yes
Consideration by paragraph	Yes	No	Yes	M	No
Division of the assembly	No	No	No	Demand	No
Division of a question	Yes	No	Yes	M	No
Objection to consideration of the question	No	No	No	$^2/_3$ opposed	Negative only
Parliamentary inquiry	No	No	No	Chair answers	No
Point of order	No	No	No	Chair rules	No
Suspend the rules	Yes	No	No	$^2/_3$	No
Reconsider	Yes	Yes*	No	M	No
Take from the table	Yes	No	No	M	No
Rescind	Yes	Yes	Yes	M*	Negative only
Withdraw	No	No	No	M	Negative only

* See *Robert's Rules of Order, Newly Revised* for exceptions.

INFORMATION SHEET

PARLIAMENTARY PROCEDURE

3

OBJECTIVE 1

Match terms associated with parliamentary procedure to their correct definitions.

- **adjourn** – to close or terminate a meeting
- **amend** – to alter or change formally
- **bylaws** – the document that contains an organization's own basic rules relating principally to itself as an organization rather than to the parliamentary procedure it follows
- **chair** – the presiding officer of the meeting
- **committee** – a small group of people designated to perform a specific function
- **debate** – formal discussion of a motion
- **division** – a demand by a single member that the vote be retaken by rising
- **meeting** – an official gathering of an organization's members in order to transact business
- **minority** – less than half
- **motion** – a proposal for action
- **quorum** – the number of members needed to be present to legally transact business
- **rescind** – to remove the legal force
- **rules of order** – set of rules for conducting a meeting in an organized and efficient manner
- **second** – another member agrees that the motion should come before the assembly

OBJECTIVE 2

Select from a list the purposes of parliamentary procedure.

Parliamentary procedure serves several purposes. These purposes include

- Allowing the majority to rule while respecting the rights of the minority
- Allowing equal rights for all members or participants
- Protecting the rights of individual members
- Protecting the rights of the absentee members
- Demonstrating democracy in action
- Allowing full and free debate
- Pursuing only one item of business at a time

OBJECTIVE 3

State the function of the gavel.

- The function of the gavel is to exercise authority in support of self-government and orderly procedure.

OBJECTIVE 4

Identify methods of voting.

There are several different methods if voting. Some methods are more appropriate than others in certain situations, such as large or small assemblies.

- **voice vote** – members vote by saying "aye" or "no"
- **rising vote** – members vote by standing
- **ballot vote** – members cast a secret, written vote
- **roll call vote** – members vote when their names are called
- **voting by mail** – members send in their vote by mail

- **proxy voting** – a power of attorney is given by one person to another to vote in his or her stead

- **show of hands** – members vote by raising their hands; an alternate method that can be used in place of rising vote in very small assemblies

OBJECTIVE 5

Discuss types of motions.

Types of motions

- **main motion** – the basis of all parliamentary procedure; provides a method of bringing business before the assembly for consideration and action; can only be introduced if no other business is pending

- **subsidiary motions** – motions that may be applied to another motion for the purpose of modifying it, delaying action on it, or disposing of it

- **privileged motions** – motions that have no relation to the pending question but are of such urgency or importance that they are entitled to immediate consideration; relate to members and to the organization rather than to particular items of business

- **incidental motions** – motions that arise out of a pending question, out of a question that has just been pending, or relate to the business of the assembly; usually apply to the methods of transacting business rather than to the business itself; have no rank among themselves because they are in order whenever they are incidental to the business of the assembly

- **restorative motions** – motions that bring a question before the assembly for consideration a second or subsequent time

OBJECTIVE 6

Match types of motions to their correct classifications.

- Privileged (in order from highest ranking to lowest ranking)
    - Fix the time at which to adjourn
    - Adjourn
    - Recess

  - Raise the question of privilege
  - Call for the orders of the day
- Main (main motion or main question)
- Subsidiary (in order from highest ranking to lowest ranking)
  - Lay on the table
  - Previous question
  - Limit or extend limits of debate
  - Postpone definitely (to a certain time)
  - Commit (refer to a committee)
  - Amend
  - Postpone indefinitely
- Incidental
  - Appeal
  - Consideration by paragraph
  - Division of the assembly
  - Division of a question
  - Objection to the consideration of the question
  - Parliamentary inquiry
  - Point of order
  - Rescind
  - Suspend the rules
  - Withdraw a motion
- Restorative
  - Reconsider
  - Take from the table

OBJECTIVE 7 | Match parliamentary procedures to their correct uses during a meeting.

Parliamentary Procedure	Use During Meeting
Main motion	Presents business for action
Postpone indefinitely	Kills the main motion
Lay on the table	Sets a matter aside so more urgent matters can be considered
Amend	Changes or modifies
Commit (refer to a committee)	Lets a few members attend to a matter
Previous question	Stops debate and amendments; orders an immediate vote
Suspend the rules	Sets the rules aside for a specific reason; nothing else can be done during the suspension
Withdraw a motion	Prevents a motion from being voted upon
Objection to consideration of the question	Determines whether a question is in accord with the bylaws
Raise the question of privilege	Attends to the well-being and comfort of the chapter members
Adjourn	Dismisses members from the meeting
Fix the time at which to adjourn	Sets a time for the next meeting
Reconsider	Provides an opportunity to vote a second time on a matter
Parliamentary inquiry	Asks a question relating to parliamentary procedure
Point of order	Calls attention to a procedural error
Appeal	Allows a member to question the decision of the chair
Take from the table	Takes up an item that was laid on the table
Limit or extend limits of debate	Establishes a length of time for discussion
Postpone definitely	Defers a matter for a specified time
Rescind	Cancels action taken by the chapter
Division of the assembly	Questions the chair's decision on a voice vote
Recess	Provides for a break in the meeting or an intermission
Division of a question	Breaks up a question so each resolution can be considered and voted on separately
Call for orders of the day	Keeps the meeting on track; makes the assembly follow the program, agenda, or order of business
Consider by paragraph	Breaks up a question even more than a division of a question; breaks complex questions or resolutions down by paragraph or section so each can be considered separately

OBJECTIVE 8

Arrange in order the steps in the progression of a motion (Rule of Eight).

1. A member rises and addresses the presiding officer.

   EXAMPLE: "Mr./Madame President..."

2. The member is recognized.

3. The member proposes the motion.

   EXAMPLE: "I move that..."

4. Another member seconds the motion without rising or addressing the chair.

   EXAMPLE: "Second"

5. The presiding officer states the motion.

   EXAMPLE: "It is moved and seconded that..."

6. The assembly debates and/or amends the motion.

7. The presiding officer takes the vote.

   EXAMPLE: "All those in favor say *aye*. Those opposed say *no*."

8. The result of the vote is announced.

   EXAMPLE: "The ayes have it, the motion is adopted, and the chapter will..."

OBJECTIVE 9

State the purpose of a motion to amend.

The purpose of a motion to amend is to modify the wording and, within certain limits, the meaning of a pending motion before the pending motion itself is acted upon.

OBJECTIVE 10

List ways to amend a motion.

There are three common ways to amend a motion. Motions can be amended by

- Inserting or adding

  EXAMPLE: "I move to amend the motion by inserting the word 'personal' before the word 'computer'."

- Striking out

  EXAMPLE: "I move to amend the motion by striking out the words 'not to exceed $1000.'"

- Striking out and inserting

  EXAMPLE: "I move to amend the motion by striking out the word 'apple' and inserting the word 'cherry.'"

OBJECTIVE 11

Select from a list the duties of a chapter president.

Duties of the chapter president include:

- Deciding the order of speakers
- Remaining impartial
- Restraining speakers within the limits of the rules
- Enforcing good decorum in debate
- Deciding on points of order
- Avoiding influencing a vote by commenting on a motion

OBJECTIVE 12

List the desired characteristics of a chapter parliamentary procedure team member.

- The desire to work
- The ability to use parliamentary procedure
- A strong, clear voice
- A calm demeanor
- Self-confidence
- Humility
- Dependability and reliability
- Patience

OBJECTIVES 13-16

Complete Assignment Sheets 1-4.

TM 1

Summary of Motions

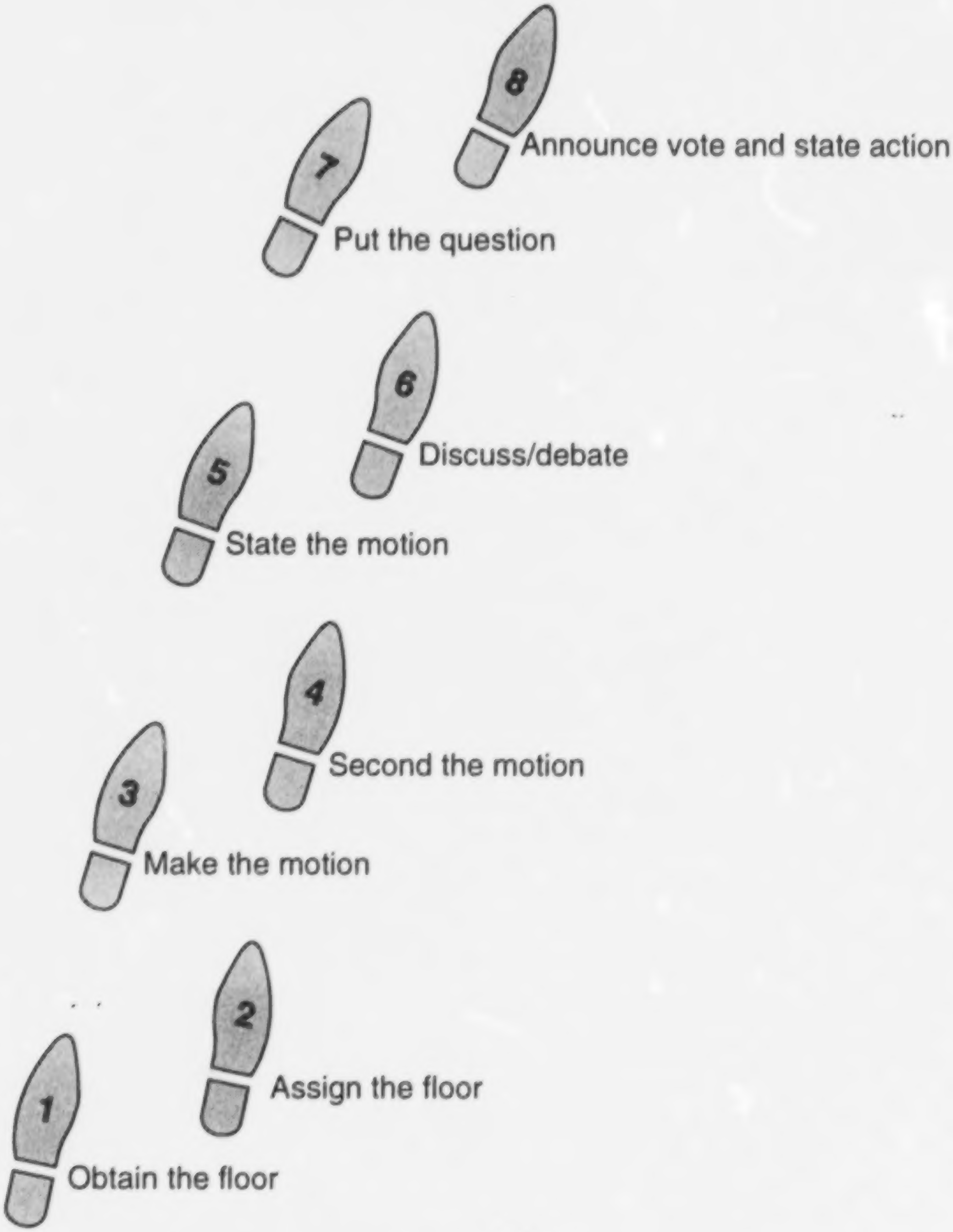
Kind	Second Required	Debatable	Amendable	Vote Required	Can be Reconsidered
Fix the time at which to adjourn	Yes	No	Yes	M	Yes
Adjourn	Yes	No	No	M	No
Recess	Yes	No	Yes	M	No
Raise a question of privilege	No	No	No	Chair grants	No
Call for the orders of the day	No	No	No	Demand	No
Lay on the table	Yes	No	No	M	No
Previous question	Yes	No	No	$^{2}/_{3}$	Yes
Limit debate	Yes	No	Yes	$^{2}/_{3}$	Yes*
Postpone definitely	Yes	Yes	Yes	M*	Yes
Commit	Yes	Yes	Yes	M	Yes*
Amend	Yes	Yes*	Yes	M	Yes
Postpone indefinitely	Yes	Yes	No	M	Affirm only
Main motion	Yes	Yes	Yes	M	Yes
Appeal	Yes	Yes*	No	Majority in negative	Yes
Consideration by paragraph	Yes	No	Yes	M	No
Division of the assembly	No	No	No	Demand	No
Division of a question	Yes	No	Yes	M	No
Objection to the consideration	No	No	No	$^{2}/_{3}$ opposed	Negative only
Parliamentary inquiry	No	No	No	Chair answers	No
Point of order	No	No	No	Chair rules	No
Suspend the rules	Yes	No	No	$^{2}/_{3}$	No
Reconsider	Yes	Yes*	No	M	No
Take from the table	Yes	No	No	M	No
Rescind	Yes	Yes	Yes	M*	Negative only
Withdraw	No	No	No	M	Negative only

* See *Robert's Rules of Order, Newly Revised* for exceptions.

May be photocopied for student use.

Steps to Process a Main Motion

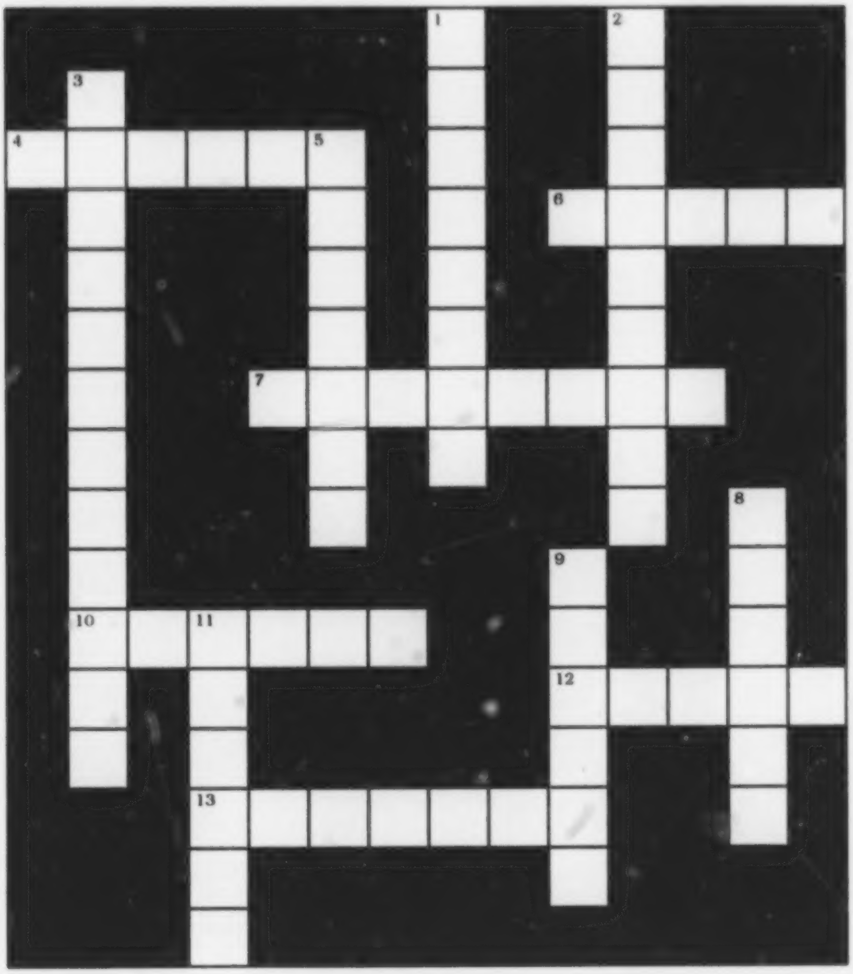
(Rule of Eight)


8
Announce vote and state action
7
Put the question
6
Discuss/debate
5
State the motion
4
Second the motion
3
Make the motion
2
Assign the floor
1
Obtain the floor

May be photocopied for student use.

Parliamentary Procedure Crossword Puzzle

Fill in the puzzle using the clues on the following page.



Crossword Puzzle Clues

ACROSS

4. The number of members needed to be present to legally transact business
6. To change or alter formally
7. Less than half
10. Formal discussion of a motion
12. The presiding officer of the meeting
13. To close the meeting officially

DOWN

1. A demand by a single member that the vote be retaken by rising
2. A small group of people designated to perform a specific function
3. Set of rules for conducting a meeting in an organized and efficient manner
5. A single official gathering of a society's members to transact business
8. A proposal for action
9. Another member agrees that the motion should come before the assembly
11. The document that contains an organization's own basic rules relating principally to itself as an organization, rather than to the parliamentary procedure it follows

ASSIGNMENT SHEET 1

PARLIAMENTARY PROCEDURE

3

Name ______________________________ Score __________

OBJECTIVE 13 **Discuss parliamentary procedure motions.**

INTRODUCTION

As a member of an FFA chapter, you will be a part of the decision-making body of the chapter. The chapter meeting is a place where chapter business is conducted and where decisions are made. Meetings go more smoothly when correct parliamentary procedures are used.

DIRECTIONS

Research and Reference
- Locate resources

Functional Reading
- Interpret graphics and symbols

Composition
- Use complete sentences

The purpose of this assignment sheet is to familiarize you with the types of motions and how they are used. The table found in the Extensions and Options section summarizes and classifies the types of motions. Be sure to include information about whether the motion requires a second, is debatable, is amendable, what type of vote is required, and whether the motion can be reconsidered. Use the information found in the Information Sheets and Extensions and Options to discuss the motions.

1. Fix the time at which to adjourn ______________________________

____

____

2. Adjourn ______________________________________

____

____

3. Recess ______________________________________

____

____

4. Raise a question of privilege ______________________________

____

____

5. Call for the order of the day

6. Lay on the table

7. Previous question

8. Limit debate

9. Postpone definitely

10. Commit

11. Amend

12. Postpone indefinitely

13. Main motion

14. Appeal

15. Consideration by paragraph

16. Division of the assembly

17. Division of a question

18. Objection to the consideration

19. Parliamentary inquiry

20. Point of order

21. Suspend the rules ______________________________

____

____

22. Reconsider ______________________________

____

____

23. Take from the table ______________________________

____

____

24. Rescind ______________________________

____

____

25. Withdraw ______________________________

____

____

ASSIGNMENT SHEET 2

PARLIAMENTARY PROCEDURE

Name ______________________ Score __________

OBJECTIVE 14

Answer questions about parliamentary procedure.

INSTRUCTIONS

Research and Reference
- Select useful resources

Functional Reading
- Use content area vocabulary

It takes a great deal of study and practice to learn the correct use of parliamentary procedure.

Use your Information Sheets and Extensions and Options to answer the questions.

1. Name two motions that require a two-thirds vote.
   a. ______________________
   b. ______________________
2. What is the purpose of a motion? ______________________
   ____
3. What is the purpose of an amendment? ______________________
   ____
4. Name five motions that do not require a second.
   a. ______________________
   b. ______________________
   c. ______________________
   d. ______________________
   e. ______________________
5. Name four motions that are not amendable.
   a. ______________________
   b. ______________________
   c. ______________________

d. ______________________________

6. Name three ways a motion may be amended.

a. ______________________________

b. ______________________________

c. ______________________________

	Yes	No
7. Is the motion to take from the table debatable?	____	____
8. Does the motion to adjourn have to be seconded?	____	____
9. Does an amendment require a second before it can be discussed?	____	____
10. Is the motion to lay on the table debatable?	____	____
11. Does the motion to suspend the rules require a two-thirds vote?	____	____
12. Is it necessary to rise when seconding a motion?	____	____
13. Is the motion to lay on the table a subsidiary motion?	____	____
14. Is the motion to amend always amendable?	____	____
15. Does the motion to amend always require a second?	____	____
16. Is the motion to amend always debatable?	____	____
17. May the motion to amend be reconsidered?	____	____
18. Does the motion to lay on the table require a second?	____	____
19. Is the motion to lay on the table amendable?	____	____
20. Does the motion to lay on the table require a majority vote?	____	____

Yes No

21. Is the motion to adjourn debatable? ____ ____

22. May members discuss a motion before it is seconded? ____ ____

23. May a motion to refer to a committee be debated? ____ ____

24. Is a majority vote required in order to confirm a point of order? ____ ____

PARLIAMENTARY PROCEDURE

Name ______________________ Score __________

OBJECTIVE 15

Process a motion using the Rule of Eight.

INTRODUCTION

Chapter members are responsible for using correct procedures to process a motion that is before the membership. Although it is a simple process, it requires some practice.

INSTRUCTIONS

Write the correct order to process a motion for the situations below.

Research and Reference
- Select useful resources

Functional Reading
- Use content area vocabulary

1. Write the steps necessary to move the main motion, which is "The chapter will have a party on Friday, March 15, at 6:30 P.M."

   a. ________________________________
   b. ________________________________
   c. ________________________________
   d. ________________________________
   e. ________________________________
   f. ________________________________
   g. ________________________________
   h. ________________________________

2. Write the correct steps to amend the main motion by changing the time from 6:30 P.M. to 7:30 P.M.

   a. ________________________________
   b. ________________________________
   c. ________________________________
   d. ________________________________

e. ______________________________

f. ______________________________

g. ______________________________

h. ______________________________

ASSIGNMENT SHEET 4

PARLIAMENTARY PROCEDURE

3

Name ______________________________ Score __________

OBJECTIVE 16

Use parliamentary procedure to conduct or participate in a mock chapter meeting.

INTRODUCTION

To better understand the use of parliamentary procedure, you need to use it in a meeting situation. This activity will help you see how motions are presented and what they are used for. This assignment will help you practice the procedure so you will have a better understanding and will be able to use it more effectively in a meeting situation.

INSTRUCTIONS

Functional Reading
- Use content area vocabulary

Oral Presentation
- Select/use words effectively

Interactive
- Work effectively in a group

General Relating
- Participate in group activities

Break into groups of four to six people. Begin by selecting a person to act as the chair or president of the group. Each group will represent an FFA chapter holding a general business meeting and will make a presentation of their parliamentary skills in front of the class.

Use one of the following situations or create one of your own to practice and present to the class. Practice making several different types of motions, referring to the Information Sheets as needed for clarification of motions and their uses. Each group should present a minimum of five motions and presentations should last no longer than 10 minutes.

SITUATION 1

Your chapter needs to run a fund-raising project to help pay for the upcoming field trip. You can run only one fundraiser in the time allotted but there have been several suggestions as to the type of fundraiser you should run. Use parliamentary procedure to conduct a meeting to select your fundraiser for the chapter.

SITUATION 2

Your chapter officers have decided to have a party to promote the chapter to prospective members. The chapter needs to approve the party and determine the date and time, theme, refreshments, and activities. The officers set October 1 at 6:30 P.M. as the date and time for the party. No theme, refreshments, or activities have been determined. There is also a conflict with the date of the party—there is a football game that evening. Use parliamentary procedure to conduct a meeting to decide on details of the party.

WRITTEN TEST

PARLIAMENTARY PROCEDURE

3

Name ______________________________ Score __________

OBJECTIVE 1

Match terms associated with parliamentary procedure to their correct definitions. Write the correct letters in the blanks.

a. second
b. rules of order
c. bylaws
d. meeting
e. chair
f. committee
g. debate
h. minority
i. division
j. quorum
k. adjourn
l. amend
m. motion
n. rescind

____ 1. To close or terminate a meeting

____ 2. An official gathering of an organization's members in order to transact business

____ 3. Less than half

____ 4. A small group of people designated to perform a specific function

____ 5. Another member agrees that a motion should come before the assembly

____ 6. Set of rules for conducting a meeting in an organized and efficient manner

____ 7. The number of members needed to be present to legally transact business

____ 8. Formal discussion of a motion

____ 9. A demand by a single member that the vote be retaken by rising

____ 10. The document that contains an organization's own basic rules relating principally to itself as an organization rather than to the parliamentary procedure it follows

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____ 11. The presiding officer of the meeting

____ 12. A proposal for action

____ 13. To alter or change formally

____ 14. To remove the legal force

OBJECTIVE 2

Select from a list the purposes of parliamentary procedure. Write an "X" in the blank before each correct action.

____ 1. Allowing the majority to rule while respecting the rights of the minority

____ 2. Limiting the debate to five minutes

____ 3. Letting the president control the intent of the meeting

____ 4. Protecting the rights of individual members

____ 5. Allowing only those present a voice

____ 6. Allowing equal rights for all members or participants

____ 7. Controlling what the chapter does

____ 8. Allowing full and free debate

____ 9. Handling up to four items at a time

____ 10. Demonstrating democracy in action

____ 11. Protecting the rights of the absentee members

____ 12. Pursuing only one item of business at a time

OBJECTIVE 3

State the function of the gavel. Write your answer in the space provided.

____

____

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OBJECTIVE 4

Identify methods of voting. Write the correct letters in the blanks.

a. voice vote
b. proxy voting
c. ballot vote
d. roll call vote
e. rising vote
f. voting by mail
g. show of hands

_____ 1. Members vote by standing

_____ 2. Members vote by saying "aye" or "no"

_____ 3. Members cast a secret, written vote

_____ 4. A power of attorney is given by one person to another to vote in his or her stead

_____ 5. Members vote when their names are called

_____ 6. Members vote by raising their hands

_____ 7. Members send in their vote by mail

OBJECTIVE 5

Discuss types of motions. Write your answers in the space provided.

1. Main ______________________________
____
____

2. Subsidiary ______________________________
____
____

3. Privileged ______________________________
____
____

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4. Incidental ____________________

____

____

5. Restorative ____________________

____

____

OBJECTIVE 6

Match types of motions to their correct classifications. Write the correct letters in the blanks. Answers may be used more than once.

a. subsidiary
b. main
c. privileged
d. incidental
e. restorative

____ 1. Objection to the consideration of the question

____ 2. Main motion or main question

____ 3. Point of order

____ 4. Amend

____ 5. Commit (refer to a committee)

____ 6. Parliamentary inquiry

____ 7. Adjourn

____ 8. Lay on the table

____ 9. Division of the assembly

____ 10. Postpone definitely

____ 11. Suspend the rules

____ 12. Previous question

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____ 13. Limit or extend limits of debate

____ 14. Appeal

____ 15. Take from the table

____ 16. Postpone indefinitely

____ 17. Reconsider

____ 18. Raise the question of privilege

____ 19. Recess

____ 20. Fix the time at which to adjourn

____ 21. Division of a question

____ 22. Call for the orders of the day

____ 23. Consideration by paragraph

____ 24. Rescind

____ 25. Withdraw a motion

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OBJECTIVE 7

Match parliamentary procedures to their correct uses during a meeting. Write the correct letters in the blanks.

a. adjourn
b. main motion
c. postpone indefinitely
d. division of the assembly
e. rescind
f. lay on the table
g. limit debate
h. amend
i. commit or refer to a committee
j. take from the table
k. previous question
l. appeal
m. suspend the rules
n. withdraw a motion
o. objection to consideration of the question
p. raise the question of privilege
q. fix the time to which to adjourn
r. reconsider
s. parliamentary inquiry
t. point of order
u. postpone definitely
v. recess
w. division of a question
x. call for the orders of the day
y. consider by paragraph

_____ 1. Questions the chair's decision on a voice vote

_____ 2. Presents business for action

_____ 3. Cancels action taken by the chapter

_____ 4. Kills the main motion

_____ 5. Defers a matter for a specified time

_____ 6. Sets a matter aside so more urgent matters can be considered

_____ 7. Establishes a length of time for discussion

_____ 8. Changes or modifies

_____ 9. Takes up an item that was laid on the table

_____ 10. Lets a few members attend to a matter

_____ 11. Allows a member to question the decision of the chair

_____ 12. Stops debate and amendments; orders an immediate vote

_____ 13. Calls attention to a procedural error

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_____ 14. Sets the rules aside for a specific reason; nothing else can be done during the suspension

_____ 15. Asks a question relating to a parliamentary procedure

_____ 16. Prevents a motion from being voted upon

_____ 17. Provides an opportunity to vote a second time on a matter

_____ 18. Determines whether a question is in accord with the bylaws

_____ 19. Sets a time for the next meeting

_____ 20. Attends to the well-being and comfort of the chapter members

_____ 21. Dismisses members from the meeting

_____ 22. Breaks up a question even more than a division of a question; breaks complex questions or resolutions down by paragraph or section so each can be considered separately

_____ 23. Breaks up a question so each resolution can be considered and voted on separately

_____ 24. Keeps the meeting on track; makes the assembly follow the program, agenda, or order of business

_____ 25. Provides for a break in the meeting or an intermission

OBJECTIVE 8

Arrange in order the steps in the progression of a motion (Rule of Eight). Write a "1" before the first step, a "2" before the second step, and so on.

_____ The assembly debates and/or amends the motion.

_____ The member proposes the motion.

_____ A member rises and addresses the presiding officer.

_____ The result of the vote is announced.

_____ The presiding officer states the motion.

_____ The member is recognized.

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____ The presiding officer take the vote.

____ Another member seconds the motion without rising or addressing the chair.

OBJECTIVE 9

State the purpose of a motion to amend. Write your answer in the space provided.

____

____

OBJECTIVE 10

List ways to amend a motion. Write your answers in the spaces provided.

1. ______________________________
2. ______________________________
3. ______________________________

OBJECTIVE 11

Select from a list the duties of a chapter president. Write an "X" in the blank before each correct answer.

____ 1. Appointing committees

____ 2. Deciding the order of speakers

____ 3. Voting on all motions introduced

____ 4. Enforcing good decorum in debate

____ 5. Influencing a vote by giving own opinion

____ 6. Seconding motions

____ 7. Deciding on points of order

____ 8. Restraining speakers within the limits of the rules

____ 9. Favoring friends and senior members

____ 10. Remaining impartial

____ 11. Avoiding influencing a vote by commenting on a motion

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OBJECTIVE 12

List the desired characteristics of a chapter parliamentary procedure team member. Write your answers in the space provided.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

OBJECTIVES 13-16

Evaluated on Assignment Sheets 1-4.

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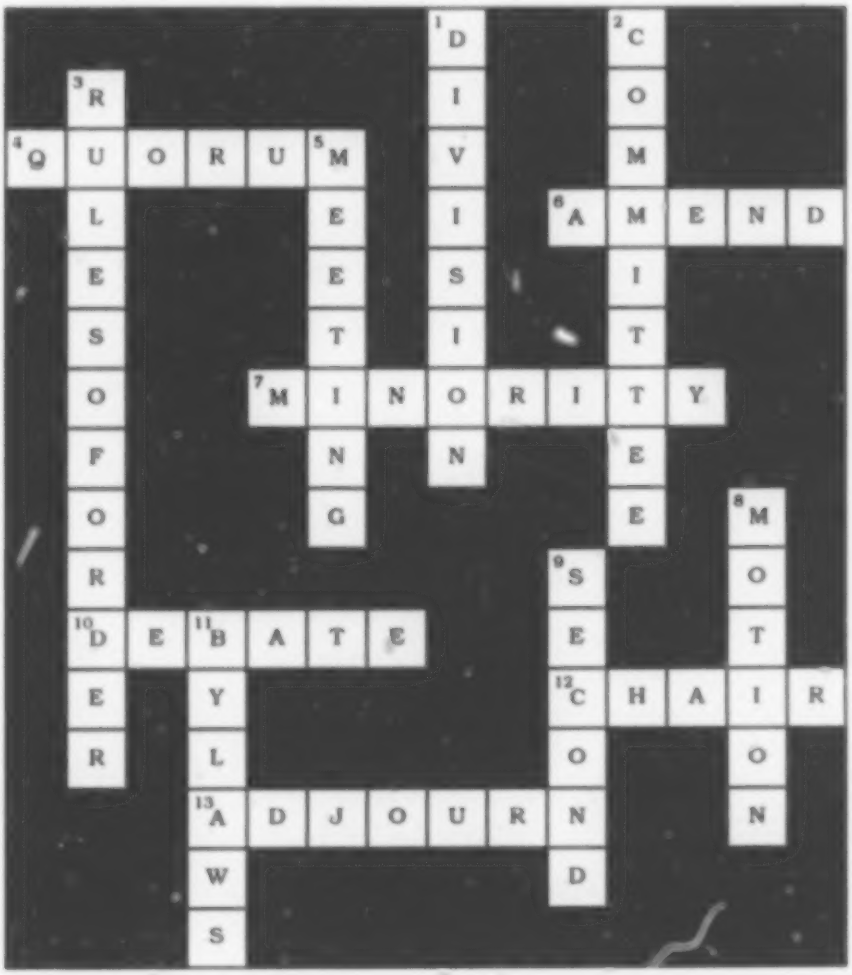
ACTIVITY SHEET

Answers to the crossword puzzle


1 DIVISION
2 COMMITTEE
3 RULESOFORDER
4 QUORUM
5 MEETING
6 AMEND
7 MINORITY
8 MOTION
9 SECOND
10 DEBATE
11 BYLAWS
12 CHAIR
13 ADJOURN

ASSIGNMENT SHEETS

OBJECTIVE 13

Assignment Sheet 1

Answers should include the following:

1. Fix the time at which to adjourn – this motion requires a second and is not debatable; it is amendable and can be reconsidered; it requires a majority vote to pass
2. Adjourn – this motion requires a second and is not debatable or amendable; a majority vote is required and the motion cannot be reconsidered
3. Recess – this motion requires a second and is not debatable but is amendable; it requires a majority vote and cannot be reconsidered
4. Raise a question of privilege – this motion does not require a second, is not debatable or amendable; it cannot be reconsidered and the chair grants the motion
5. Call for the orders of the day – this motion does not require a second, is not debatable or amendable; it cannot be reconsidered and it is enacted by demand
6. Lay on the table – this action requires a second; it is not debatable and cannot be amended; it requires a majority vote and cannot be reconsidered
7. Previous question – this motion requires a second and is not debatable; it is not amendable and requires a 2/3 vote for passage; it can be reconsidered
8. Limit debate – this motion requires a second and is amendable; it is not debatable and requires a 2/3 vote; it can be reconsidered
9. Postpone definitely – this motion requires a second and is debatable and amendable; it requires a majority vote and can be reconsidered
10. Commit – this motion requires a second and is debatable and amendable; it requires a majority vote and can be reconsidered

11. Amend – this motion requires a second and is debatable and amendable; it requires a majority vote and can be reconsidered

12. Postpone indefinitely – this motion requires a second and is debatable; it is not amendable and requires a majority vote; an affirmative vote can be reconsidered but a negative vote cannot

13. Main motion – this motion requires a second and is debatable and amendable; it requires a majority vote and can be reconsidered

14. Appeal – this motion requires a second and is debatable; it is not amendable and can be reconsidered; it requires a majority in negative for passage.

15. Consideration by paragraph – this motion requires a second and is not debatable; it is amendable and requires a majority vote; it cannot be reconsidered

16. Division of the assembly – this motion does not require a second, is not debatable or amendable; it cannot be reconsidered and it is enacted by demand

17. Division of a question – this motion requires a second and is not debatable; it is amendable and requires a majority vote for passage; it cannot be reconsidered

18. Objection to the consideration – this motion does not require a second and cannot be debated or amended; it requires 2/3 opposed vote; a negative vote can be reconsidered

19. Parliamentary inquiry – this motion requires no second and cannot be amended or debated; the chair answers the question and it cannot be reconsidered

20. Point of order – this motion does not require a second and it is not debatable or amendable; the chair rules on the question and it is not open for reconsideration

21. Suspend the rules – this motion requires a second; it is not debatable or amendable and requires a 2/3 majority for passage; it cannot be reconsidered

22. Reconsider – this motion requires a second and is debatable; it is not amendable and requires a majority vote; it cannot be reconsidered

23. Take from the table – this motion requires a second and is not debatable or amendable; it requires a majority vote and cannot be reconsidered

24. Rescind – this motion requires a second and is debatable; it is amendable and requires a majority vote; a negative vote can be reconsidered

25. Withdraw – this motion does not require a second and cannot be debated or amended; it requires a majority vote; a negative vote can be reconsidered

OBJECTIVE 14

Assignment Sheet 2

1. Answers should include any two of the following:
   a. Objection to consideration of the question
   b. Limit debate
   c. Suspend the rules
   d. Previous question
2. Presents business for action
3. To alter or change a motion formally
4. Answers should include any five of the following:
   a. Question of privilege
   b. Point of order
   c. Division of the assembly
   d. Parliamentary inquiry
   e. Objection to consideration of the question
   f. Call for the orders of the day

5. Answer should include any four of the following:

   a. Adjourn
   b. Question of privilege
   c. Point of order
   d. Appeal
   e. Suspend the rules
   f. Division of the assembly
   g. Parliamentary inquiry
   h. Lay on the table
   i. Previous question
   j. Call for the orders of the day
   k. Objection to consideration of the question
   l. Postpone indefinitely
   m. Take from the table
   n. Reconsider
   o. Withdraw

6. a. Inserting or adding
   b. Striking out
   c. Striking out and inserting

7. No

8. Yes

9. Yes

10. No

11. Yes

12. No

13. Yes

14. Yes

15. Yes

16. No

17. Yes

18. Yes

19. No

20. Yes

21. No

22. No

23. Yes

24. No

OBJECTIVE 15

Assignment Sheet 3

Answer should include the following:

1. a. A member rises and addresses the presiding officer.
   b. The member is recognized.
   c. The member says, "I move that our chapter have a party on Friday, March 15, at 6:30 P.M."
   d. Another member seconds the motion.
   e. The presiding officer states the motion.
   f. The motion is debated.
   g. The presiding officer takes the vote.
   h. The result of the vote is announced.
2. a. A member rises and addresses the presiding officer.
   b. The member is recognized.

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c. The member says, "I move to amend the main motion by striking out 6:30 P.M. and inserting 7:30 P.M."

d. Another member seconds the amendment.

e. The presiding officer states the amendment.

f. The amendment is debated.

g. The presiding officer takes the vote on the amendment.

h. The result of the vote is announced.

OBJECTIVE 16

Assignment Sheet 4

To be evaluated to instructor's satisfaction.

WRITTEN TEST

OBJECTIVE 1

1. k
2. d
3. h
4. f
5. a
6. b
7. j
8. g
9. i
10. c
11. e
12. m
13. l
14. n

OBJECTIVE 2

1, 4, 6, 8, 10, 11, 12

OBJECTIVE 3

The function of the gavel is to exercise authority in support of self-government and orderly procedure.

OBJECTIVE 4

1. e
2. a
3. c
4. b
5. d
6. g
7. f

OBJECTIVE 5

- **main motion** – the basis of all parliamentary procedure; provides a method of bringing business before the assembly for consideration and action; can only be introduced if no other business is pending

- **subsidiary motions** – motions that may be applied to another motion for the purpose of modifying it, delaying action on it, or disposing of it

- **privileged motions** – motions that have no relation to the pending question but are of such urgency or importance that they are entitled to immediate consideration; relate to members and to the organization rather than to particular items of business

- **incidental motions** – motions that arise out of a pending question, out of a question that has just been pending, or relate to the business of the assembly; usually apply to the methods of transacting business rather than to the business itself; have no rank among themselves because they are in order whenever they are incidental to the business of the assembly

- **restorative motions** – motions that bring a question before the assembly for consideration a second or subsequent time

OBJECTIVE 6

1. d
2. b
3. d
4. a
5. a
6. d
7. c
8. a
9. d
10. a
11. d
12. a
13. a
14. d
15. e
16. a
17. e
18. c
19. c
20. c
21. d
22. c
23. d
24. d
25. d

OBJECTIVE 7

1. d
2. b
3. e
4. c

8. h
9. j
10. i
11. l

15. s
16. n
17. r
18. o

22. y
23. w
24. x
25. v

5. u
6. f
7. g
12. k
13. t
14. m
19. q
20. p
21. a

OBJECTIVE 8

6, 3, 1, 8, 5, 2, 7, 4

OBJECTIVE 9

The purpose of a motion to amend is to modify the wording and, within certain limits, the meaning of a pending motion before the pending motion itself is acted upon.

OBJECTIVE 10

1. Inserting or adding
2. Striking out
3. Striking out and inserting

OBJECTIVE 11

2, 4, 7, 8, 10, 11

OBJECTIVE 12

Answer should include the following:

- The desire to work
- The ability to use parliamentary procedure
- A strong, clear voice
- A calm demeanor
- Self-confidence
- Humility
- Dependability and reliability
- Patience

OBJECTIVES 13-16

Evaluated on Assignment Sheets 1-4.

OBJECTIVE SHEET

BECOMING AN FFA LEADER

4

INTRODUCTION

Look around the room. Whom do you consider to be a leader? Are there several of your classmates you consider leaders? Leaders are everywhere. Without them we would most likely be in a state of chaos. Leadership is a skill that you will develop as a member of FFA. It is a skill that you will use in many different situations throughout your life. This unit will help define leadership, identify characteristics of a leader, and help you have a better understanding of the leadership role.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with leadership to their correct definitions.
2. State the definition of leadership.
3. List characteristics of a leader.
4. Discuss reasons for becoming a good leader.
5. Select from a list steps in becoming a good leader.
6. Match styles of leadership to their characteristics.
7. State ways to demonstrate leadership.
8. Select from a list characteristics of a strong FFA member.
9. Select from a list characteristics of a strong FFA chapter leader.
10. List the ways to make a good first impression.
11. Select from a list proper manners to use when eating in public.
12. Match roles found in groups to their correct descriptions.
13. List types of groups or organizations where leadership skills may be used.

14. Complete a community leadership survey. (Assignment Sheet 1)
15. Rate yourself as a leader. (Assignment Sheet 2)
16. Interview a person in a leadership role. (Assignment Sheet 3)
17. Complete the Production Company Simulation. (Assignment Sheet 4)
18. Tie a necktie or scarf. (Job Sheet)

SUGGESTED ACTIVITIES

BECOMING AN FFA LEADER

4

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

  ☞ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheets, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

- Help your students make appointments to complete Assignment Sheet 2. Make suggestions or recommendations as needed.

DELIVERY

Objective 1: Match terms associated with leadership to their correct definitions.
Objective 2: State the definition of leadership.

- Help your students develop personal meaning from the word "leadership."
- Write the names of several leaders on the chalkboard. Ask your students if they can identify or associate with any of them. Why or why not? Ask your students what leadership qualities they associate with each leader.

  - Dr. Martin Luther King, (civil rights leader; headed the Southern Christian Leadership Conference)
  - John F. Kennedy (President of the United States; first Catholic President)
  - Vince Lombardi (coach of Green Bay Packers and Washington Redskins)
  - Neil Armstrong (astronaut; first man on the moon)
  - Gloria Steinem (feminist leader)
  - Shirley Temple Black (diplomat; former actress)
- Use Transparency Master 1.

Objective 3: List characteristics of a leader.
Objective 4: Discuss reasons for becoming a good leader.

- Ask your students to write the names of at least six national and world leaders that they admire and the names of leaders they do not admire. Ask the students to discuss why they do or do not respect these leaders.
- Use Transparency Master 2.

Objective 5: Select from a list steps in becoming a good leader.

- Carefully explain the steps in becoming a good leader.
- Ask your students how they think the leaders previously mentioned became leaders.
- Ask your students how they might become better leaders in school.

Objective 6: Match styles of leadership to their characteristics.

- Use Transparency Master 3.
- Ask your students how they would categorize the leaders who were discussed earlier.

- Make a list of various leaders in your community or school on the chalkboard and have your students place each leader in the right category.

  ☑ **NOTE:** Explain to your students that the categorization the class arrives at for particular leaders may or may not be exact. You may also add that under given situations, a leader may be required to change his or her leadership style.

Objective 7: State ways to demonstrate leadership.

- Help students begin to realize that leadership is displayed in many ways.

Objective 8: Select from a list characteristics of a strong FFA member.
Objective 9: Select from a list characteristics of a strong FFA chapter leader.

- Emphasize that the FFA membership is the only viable source for good FFA leaders and officers; discuss characteristics of good members.

- Emphasize the relationship between membership and leadership that must exist in any successful organization.

- Introduce the idea that psychologists say that we, the followers, set the limits for what our leaders are to be and where we want them to lead us. Ask your students to react.

- Write selected quotations on the chalkboard to help your students focus on the relationship between leaders and followers. Quotes might include the following or other quotes you find personally meaningful.

> *"I make progress by having people around me who are smarter than I am–and listening to them. And I assume that everyone is smarter about something than I am."*
>
> *Henry Kaiser*
> *Industrialist*

> *"No man will make a great leader who wants to do it all himself or to get all the credit for doing it."*
>
> *Andrew Carnegie*
> *Industrialist*

Objective 10: List the ways to make a good first impression.

- Emphasize the importance of leaders making a good first impression.

- Have students practice ways to make a good first impression.

Objective 11: Select from a list proper manners to use when eating in public.

- Invite a resource person to discuss the importance of using good manners while eating in public.

Objective 12: Match roles found in groups to their correct descriptions.

- Use Transparency Masters 4-8 to discuss roles found in groups.

Objective 13: List types of groups or organizations where leadership skills may be used.

- Have each of your students list organizations in which they feel leadership skills are necessary and those in which leadership skills are not necessary. Write the answers on the chalkboard and discuss the results.

  ☑ **NOTE:** After you have discussed the results, explain to your students that all organizations require leadership skills.

Objective 14: Complete a community leadership survey.
Objective 15: Rate yourself as a leader.

- Have students complete Assignment Sheets 1 and 2.

Objective 16: Interview a person in a leadership role.

- Help your students select a variety of people to interview.

- Have your students complete Assignment Sheet 3 and give their oral presentations in class. Remind them that improving public speaking skills is part of becoming a good leader.

Objective 17: Complete the Production Company Simulation.

- Prepare for the Production Company Simulation.
- Make copies of the box pattern for each group (groups should have six to eight people).
- Have plenty of needed materials on hand.
- Cut slips of paper and write production problems on each.

  EXAMPLE: Employees strike (do not allow anyone to work the first two minutes of the next round)

  Two employees do not show up for work (two players are removed from the team)

  Two employees are late for work (two players sit out the first minute of the next round)

  Equipment was not properly cared for and, consequently, broke down (team cannot use the scissors for the first two minutes of the next round)

  Shortage of raw materials (reduce the amount of construction paper available)

  Equipment was not properly cared for and, consequently, broke down (team cannot use tape for the first minute of the next round)

- Demonstrate how to make the boxes before beginning the exercise.

- Create a master tally chart on the chalkboard so each group can record their results.

EXAMPLE:

	NUMBER OF BOXES							
	Company Name		Company Name		Company Name		Company Name	
	Goal	Produced	Goal	Produced	Goal	Produced	Goal	Produced
Example	5	2	6	4	3	3	4	3
Period 1								
Period 2								
Period 3								
Period 4								

Objective 18: Tie a necktie or scarf. (Job Sheet)

- Have students complete the Job Sheet.

EVALUATION

Pretest

- Use the unit Written Test for **both** the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

Assignment Sheet

- Evaluate students on Assignment Sheet activities if not previously done. Students must repeat an Assignment Sheet until they have mastered the activity.

Job Sheet/Skill Test

- Explain to the students that they will be asked to demonstrate the procedures on the Job Sheet as a skills test.
- Describe the rating scale used on the skills test.

- Reteach and retest as necessary.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the Optional Resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.
- Complete the appropriate sections of competency profiles.
- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

Publications

- Hersey, Paul and Kenneth H. Blanchard. *Management of Organizational Behavior: Utilizing Human Resources.* Old Tappen, NY: Prentice-Hall, Inc., 1988.
- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.
- Shinn, Len. *Leadership Development.* New York: McGraw-Hill, Inc., 1986.

Videos

- *Choose to Lead, Parts I, II, and III.* This is a series of three video tapes that can be used separately or together. The series gives the students a real look at who they are and who they want to be. These videos are available to Oklahoma teachers on a free loan basis from the Oklahoma Department of Vocational and Technical Education, Resource Center, ATTN: Instructional Media Specialist, 1500 West Seventh Avenue, Stillwater, OK 74074. (Color, VHS, each tape is 30 minutes in length)
- *The Miracle Man.* This tape is available from American Media, Inc. 1454 30th Street, Suite 105, West Des Moines, Iowa 50265. You may also call 800-262-2557.

UNIT REFERENCES

Publications

- Patton, Bob, et. al. *VICA: Learn, Grow, Become.* Stillwater, Oklahoma: Oklahoma Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1984.
- Patton, Bob, and Cecil Cox. *Vocational Agriculture III.* Stillwater, OK: Oklahoma Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

INFORMATION SHEET

BECOMING AN FFA LEADER

4

OBJECTIVE 1

Match terms associated with leadership to their correct definitions.

- **attitude** – a state of mind; can be positive (good) or negative (bad)
- **autocratic** – leadership style in which the leader has absolute rule and authority
- **democratic** – form of leadership in which the majority rules
- **follower** – person who follows the guidance or direction of another
- **laissez faire** – informal style of leadership; lets everyone do as he or she wishes with no interference from the leader
- **lead** – to guide or direct
- **leader** – person who guides or directs others; someone who gets others to do things

OBJECTIVE 2

State the definition of leadership.

- Leadership is a combination of qualities which inspires confidence, draws others toward the leader, and causes them to follow.

OBJECTIVE 3

List characteristics of a leader.

The characteristics of a good leader include:

- able to give praise and recognition
- caring/concerned about others
- cooperative
- diplomatic
- energetic
- enthusiastic
- goal oriented
- good listener
- good communicator
- hard working
- honest
- humble
- inspiring
- neatly dressed and groomed
- open minded
- polite
- positive attitude
- professional
- progressive
- responsible
- self confident/assured
- sense of humor
- tactful
- tolerant
- well mannered

OBJECTIVE 4

Discuss reasons for becoming a good leader.

- Strong leadership is needed in all areas of your life. We need leaders in the workplace, in government, and in civic organizations. Being a good leader will help you in many situations.
- It is a challenge to learn leadership skills. We all need goals and challenges to make our lives interesting and fulfilling.
- In becoming a good leader, you create and build respect for other people. As a good leader, you learn to respect differences in culture, beliefs, and viewpoints.
- In the process of becoming a good leader, you are able to grow and mature. This growth can help you achieve more and reach your goals.

- In becoming a good leader, you build and strengthen your communication skills. Good communication skills will serve you throughout life.

- Putting yourself in a leadership position will help you build your self-confidence. The more you practice your leadership skills, the better you get and the more confidence you gain.

OBJECTIVE 5

Select from a list steps in becoming a good leader.

☑ **NOTE:** Leaders are made, not born.

- Study the qualities of a good leader.

- Evaluate your strong and weak points.

- Become a good follower/listener.

  ☑ **NOTE:** It is important to become a good follower before becoming a good leader.

- Develop goals and a plan for training yourself as a leader.

- Be yourself.

  ☑ **NOTE:** You can become a good leader by building on who you are. If you are not true to yourself, you are being dishonest to everyone.

- Evaluate the success of your development as a leader.

OBJECTIVE 6

Match styles of leadership to their characteristics.

☑ **NOTE:** The most successful leader uses all three types of leadership, depending on the circumstances and the people involved. The person who uses only one style will have trouble because of the individual differences of the people in the work group. Certain personalities seem to require different styles of leadership.

Autocratic

- Does all the planning, organizing, controlling, and coordinating

- Puts more emphasis on getting the job done than on the feelings of others
- Supervises followers closely
- Makes all the decisions

☑ **NOTE:** This style is used best with aggressive, hostile, or insecure persons or in a binding situation.

Democratic

- Shows consideration for others
- Listens to and uses good ideas from others
- Supervises followers generally
- Defines goals and lets co-workers use their judgment about how to do the job to some extent
- Checks with the co-workers periodically to reward and/or make necessary corrections
- Encourages the group to make decisions through consensus

☑ **NOTE:** This style is used best with aggressive, cooperative persons. It works well with established employees and methods.

Laissez faire (Lay say fair) also called free-rein leadership

- Passes on information and direction from higher authority
- Gives information and relies on others to make decisions
- Supervises very little
- Exercises no control
- Depends entirely on others to get the job done

☑ **NOTE:** This style is used best with aggressive, cooperative, individualistic persons.

OBJECTIVE 7

State ways to demonstrate leadership.

You can demonstrate leadership different ways in different situations.

To demonstrate leadership at home or with your family, you can:

- Make an effort to get along with your brothers and sisters.
- Make an effort to create cooperation between family members who often quarrel or disagree.
- Perform assigned household chores without balking or fighting.
- Offer to help your parents with work projects, or your brothers and sisters with homework or personal projects, even if they do not ask.
- Abide by the family rules.
- Make a genuine effort to find and propose solutions or compromises when you and your parents or siblings disagree.

With friends and acquaintances you can demonstrate leadership in the following ways:

- Do not give in to suggestions to do things that you know you should not do or do not really want to do.
- Be loyal.
- Give good advice if asked for it and as little as possible if not asked.
- Help to build friends' confidence by not putting them down, even in fun.
- Make an effort to be friendly to everyone, especially to those who seem to lack confidence and need friendship.
- Be honest.

To demonstrate leadership in school you can:

- Treat school property with respect.

- Act positively toward instructors and school administrators.
- Volunteer to serve on school and chapter committees.
- Complete your committee assignments as soon as you receive them.
- Speak up in class and in chapter meetings.
- Agree to hold a chapter office if you are asked to do so.
- Be proud of the skills you are learning.

To demonstrate leadership within your community, you can:

- Respect community and personal property.
- Make an effort to learn about community government.
- Read the newspaper and keep up with current events related to your community.
- Obey the laws.
- Offer your services as a volunteer. You can assist with getting out the vote, cleaning up the community, collecting for charities, or other community activities.

To demonstrate leadership at work you can:

- Make an effort to get along with your co-workers and supervisors.
- Make an effort to create cooperation between co-workers who often quarrel or disagree.
- Perform duties and tasks without balking or arguing.
- Offer to help co-workers with duties or tasks even if they do not ask.
- Abide by the company rules.
- Make a genuine effort to find and propose solutions or compromises when you and your co-workers/supervisors disagree.

To demonstrate leadership within professional organizations, you can:

- Make an effort to get along with other members.
- Make an effort to create cooperation between members who often quarrel or disagree.
- Perform duties and tasks without balking or arguing.
- Offer to help members/committees with duties or tasks even if they do not ask.
- Abide by the organization's bylaws/rules.
- Make a genuine effort to find and propose solutions or compromises when you and other members disagree.

OBJECTIVE 8

Select from a list characteristics of a strong FFA member.

☑ **NOTE:** From good FFA members come good leaders.

An active FFA member:

- Assumes responsibility for sharing business at hand during meetings
- Has pride in the chapter
- Expresses ideas for the chapter's benefit
- Respects other members' ideas
- Understands the purposes of the chapter meetings and helps to accomplish these purposes
- Gives constructive criticism for the good of the chapter

OBJECTIVE 9

Select from a list characteristics of a strong FFA chapter leader.

☑ **NOTE:** FFA leaders must be able to serve as officers and as the chapter's committee chairmen. They also represent their chapter before civic groups and are the ones most frequently seen by the public as leaders.

A strong chapter leader:

- Exhibits poise and confidence
- Is capable of doing a job properly
- Gives proper attention to preplanning, FFA meetings, and committee work
- Demonstrates interest by his or her attitude
- Practices good democratic principles in dealing with members
- Gives credit to others for their contributions
- Realizes the importance of letting others share in responsibilities
- Believes in the FFA organization and has a sincere desire to serve all of the members

OBJECTIVE 10

List the ways to make a good first impression.

FFA members, as well as chapter leaders, are representatives of the chapter. All members need to make a good first impression with everyone they meet. Ways to make a good first impression include:

- Giving a firm handshake

  ☑ **NOTE:** Do not grip the other person's hand too firmly or too limply.

- Smiling and looking the person in the eye when shaking hands
- When introduced, repeating the person's name correctly and using it immediately
- Talking with your new acquaintance, but not trying to do all of the talking
- Saying good-bye with an expression of pleasure for having met the person

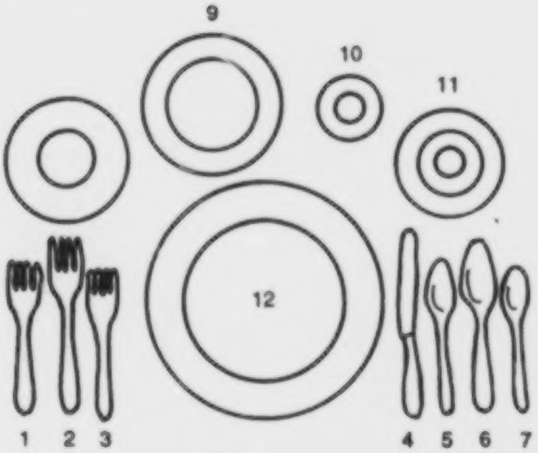
OBJECTIVE 11

Select from a list proper manners to use when eating in public.

As an FFA member, you are a representative of your chapter. As such, your behavior will reflect on the chapter and the FFA organization. Using proper table manners will help you reflect positively on your chapter. You will also feel more at ease if you know that you are able to use proper manners.

- Wait to begin eating until everyone at your table has been served.
- Place your napkin on your lap before you start to eat.
- Use the utensil on the outside first and work toward the plate.

☑ **NOTE:** The arrangement and amount of silverware on the table can vary according to the type of restaurant and meal.



1. Salad Fork
2. Dinner Fork
3. Pie Fork
4. Dinner Knife
5. Coffee Spoon
6. Soup Spoon
7. Appetizer Spoon
8. Salad Plate
9. Bread Plate
10. Water Glass
11. Coffee Cup and Saucer
12. Dinner Plate

- Do not move your dishes around.
- Eat quietly and chew with your mouth closed.
- Do not talk with your mouth full.

- Leave an appropriate tip.

  ☑ **NOTE:** A tip of 15 percent of the total bill is acceptable at most restaurants.

OBJECTIVE 12

Match roles found in groups to their correct descriptions.

- **blocker** – tends to be negative about all ideas, rejecting them without cause or reason
- **compromiser** – yields position and admits his or her error or offers to meet halfway
- **distractor** – exhibits distracting behavior and displays a lack of involvement in group processes

  ☑ **NOTE:** The distractor's activity may take the form of horseplay, cynicism, fooling around with gadgets, or other forms of distracting behavior.

- **dominator** – tries to assert authority or superiority by manipulating the group or certain members
- **elaborator** – spells out suggestions in terms of examples

  ☑ **NOTE:** The elaborator offers a rationale for suggestions and tries to deduce how any idea or suggestion might work if adopted by the group.

- **encourager** – praises, agrees with, and accepts the contributions of others

  ☑ **NOTE:** The encourager is able to draw ideas from other people and make them feel their ideas are important and worth hearing.

- **follower** – goes along with the movement of the group

  ☑ **NOTE:** The follower may be an excellent worker but more or less passively accepts the ideas of others; serves as an audience in group discussion and decision-making.

- **information-giver** – offers facts, information, or generalizations to the group

- **information-seeker** – asks for information and facts pertinent to the problem being discussed
- **initiator/contributor** – suggests or proposes new ideas for changes
- **integrator** – tries to extract key points from several ideas and show what they have in common
- **no show** – doesn't care enough to show up for meetings
- **opinion-giver** – states beliefs and emphasizes his or her views
- **opinion-seeker** – asks for a clarification of the values involved in a suggestion or in alternative suggestions rather than for facts
- **recognition-seeker** – seeks to call attention to himself or herself or to his or her activities and accomplishments
- **recorder** – writes down suggestions and group decisions
- **summarizer** – pulls ideas together so the group can see where they are in their deliberation

OBJECTIVE 13

List types of groups or organizations where leadership skills may be used.

The purposes and activities of many organizations overlap in several areas. Their differences often exist only in membership requirements and in the origin of the organization. A large number of the organizations also include social activities in their program of work, but all groups and organizations need members with leadership skills.

- Work groups

  EXAMPLES: Workteams, co-workers, union membership

- School

  EXAMPLES: DECA, FBLA, FFA, FHA/HERO, HOSA, TSA, VICA, Student Council

- Church

  EXAMPLES: Boards, committees, youth groups

- Economic organizations

  EXAMPLES: Demolay, Eastern Star, Elks Lodge, Exchange Club, Jaycees, Kiwanis, Knights of Columbus, Lions, Masons, Moose Lodge, Odd Fellows, Rotary, Shriners

- Civic services clubs

  EXAMPLES: Chambers of Commerce, cooperatives, Cattlemen's Association

- Professional organizations

  EXAMPLES: Business and Professional Women, National Education Association

- Charitable organizations

  EXAMPLES: United Way, Red Cross

- Advisory committees

  EXAMPLES: Vocational program advisory committees, advisory committee for building a new lake near the city

- Special interest groups

  EXAMPLES: Veterans of Foreign Wars, American Legion, county fair boards, Fraternal Order of Police, ecology groups, Alcoholics Anonymous

- Political organizations

  EXAMPLES: Republicans, Democrats

- Support groups

  EXAMPLES: Parent-Teacher Associations, band boosters, FFA alumni groups

- Age-oriented groups

  EXAMPLES: Scouts, senior citizens groups

- Athletic groups

  EXAMPLES: Riding clubs, ski clubs, little league

OBJECTIVES 14-17	**Complete Assignment Sheets 1-4.**
OBJECTIVE 18	**Complete the Job Sheet.**

THE MAGIC WORD

- The Magic Word is **ATTITUDE!**
- Attitude – the position or bearing as indicating action, feeling, or mood.
- Life is a cause-and-effect relationship.
- Your attitude about yourself determines your attitude toward the world.
- Attitude is the reflection of a person – what is going on in the inside shows on the outside.
- Expect more good out of life than bad. Expect to succeed more than you fail.
- Your environment is really a mirror of your mental attitude.
- If you cannot do great things, you can do small things in a great way.
- You must act, look, and feel successful before you can become successful.
- Unto himself, each person is the most important individual on earth.
- It is our attitude at the beginning of a task which, more than anything else, will affect its successful outcome.
- It is our attitude toward life which will determine life's attitude toward us.
- We are interdependent. It is impossible to succeed without others. It is our attitude toward others which will determine their attitude toward us.
- Before a person can achieve the kind of life he wants, he must become that kind of individual...he must THINK, ACT, TALK, WALK, AND CONDUCT himself in all of his affairs–as would the person he wishes to become.
- The higher you go in an organization of value, the better will be the attitudes you will find.

- Your mind can hold only one thought at a time. Since nothing can be gained by holding negative thoughts, hold successful positive thoughts.
- The deepest cravings of human beings are to be needed, to feel important, to be appreciated. Give these things to others and they will return them to you.
- Part of a good attitude is to look for the best in new ideas...and to look for good ideas everywhere.
- Don't waste time broadcasting your personal problems. It probably won't help you and it can't help others.
- Don't talk about your health unless it's good (unless you are talking to your doctor).
- Radiate an attitude of well-being, of confidence, of a person who knows where he or she is going.
- Treat everyone with whom you come in contact as the most important person on earth.

MIRACLE OF YOUR MIND

- We use only 10% of our mental capacities.
- Living successfully, getting the things we want from life, is a matter of solving the problems which stand between where we now are and the point we wish to reach!
- Brainstorm daily.
- Of things people worry about:

  40% of them will never happen.
  30% have already happened and can't be changed.
  12% are needless worries about our health.
  10% are petty, miscellaneous worries.
  8% are real.

  Therefore, separate the real from the unreal and don't waste time or energy worrying about needless things.
- The only thing in the world that can take you to your goals in life is your mind.

GREEN PASTURES

- Each of us, at this moment, is standing in the middle of his own "acres of diamonds."

- While we're looking at other pastures, other people are looking at ours!
- No matter what your goal may be, the road to it can be found somewhere in the work which you now find yourself.
- Jobs don't have futures; people do.
- Develop *intelligent objectivity.*
- Know your profession!
- Successfully serving and getting along with people will determine success or failure.
- To become a professional, study these three subjects:
    1. Your company and industry
    2. Your job
    3. People
- We poke ourselves into jugs beyond which we cannot grow. Let's remove the limitations we've set upon ourselves.
- Only preparation can insure our taking advantage of the opportunities which will present themselves in the future and opportunities which are around us now.
- Put your imagination to work on the many ways and means of improving what you are now doing.

A WORTHY DESTINATION

- Keep track of unusual accomplishments.
- Have a goal – fix in your mind a point you have to reach.
- Each of us must decide for ourselves what our goal is.
- Proceeding successfully through a lifetime should be a matter of progressively setting and achieving goals, one after another, each a little bit better than the former.
- You can only achieve one goal at a time.
- Establishing a goal is vital to success because "we become what we think about."

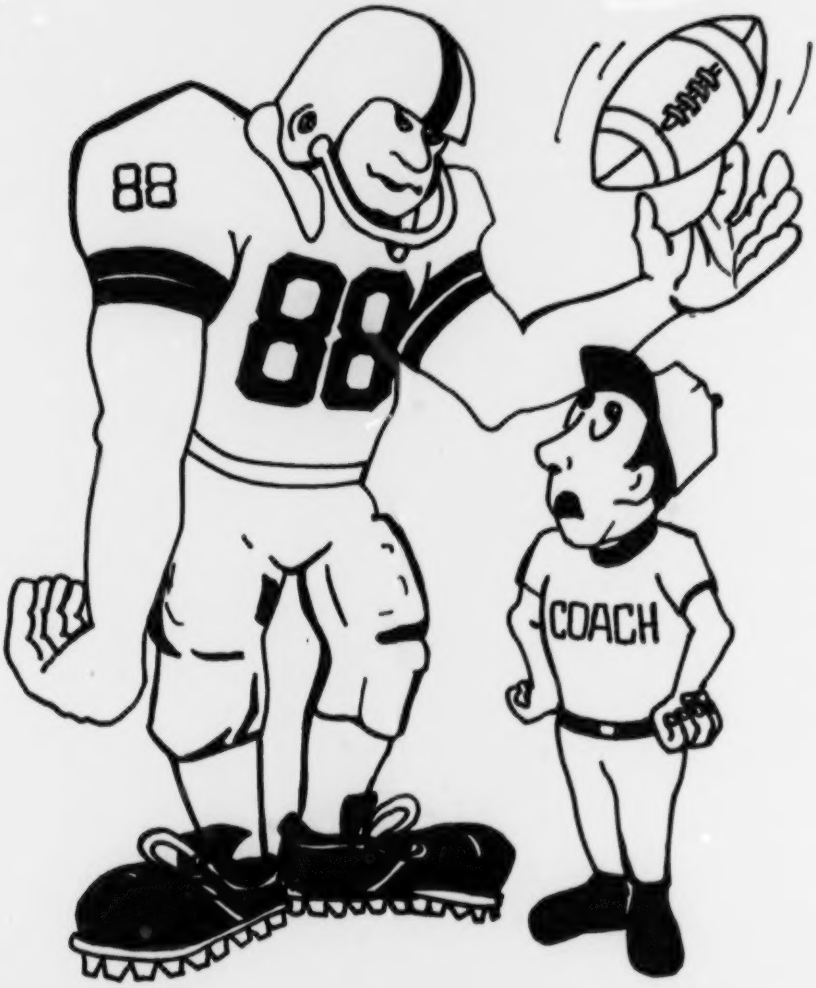
THE PHYSICAL YOU

(Mental and Emotional Health)

YOUR DAILY PRACTICE GUIDE TO THE HAPPINESS HABIT

- I will be as cheerful as possible.
- I will try to feel and act a little more friendly toward other people.
- I will be a little less critical and a little more tolerant of other people, their faults, failings, and mistakes.
- I will act as if success were inevitable.
- I will practice "acting like" and "feeling like" the new personality.
- I will not let my opinion color facts in a pessimistic or negative way.
- I will practice smiling at least three times during the day.
- I will react as calmly and as intelligently as possible regardless of what happens.
- I will ignore and close my mind to all those pessimistic and negative "facts" which I can do nothing about.

Leadership



"Leadership is the ability to get a person to do what you want him to do, when you want it done, in a way you want it done, because he wants to do it."

Former President Dwight David Eisenhower

May be photocopied for student use.

TM 2

Characteristics of a Good Leader

POSITIVE ATTITUDE
PROFESSIONAL
POLITE
ENTHUSIASTIC
WELL MANNERED
HUMBLE
NEATLY DRESSED AND GROOMED
HARD WORKING
GOAL ORIENTED
GOOD LISTENER
GOOD COMMUNICATOR
CARING/CONCERNED ABOUT OTHERS

ABLE TO GIVE PRAISE AND RECOGNITION
RESPONSIBLE
ENERGETIC
INSPIRING
COOPERATIVE
DIPLOMATIC
SELF-CONFIDENT
OPEN-MINDED
PROGRESSIVE
SENSE OF HUMOR
TOLERANT
TACTFUL

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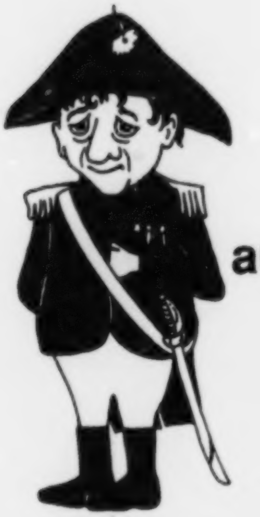
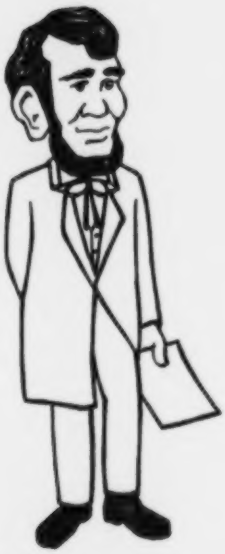
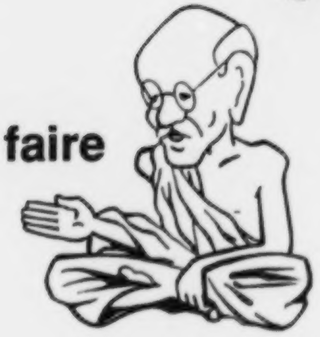
Leadership Styles



autocratic



democratic



laissez faire

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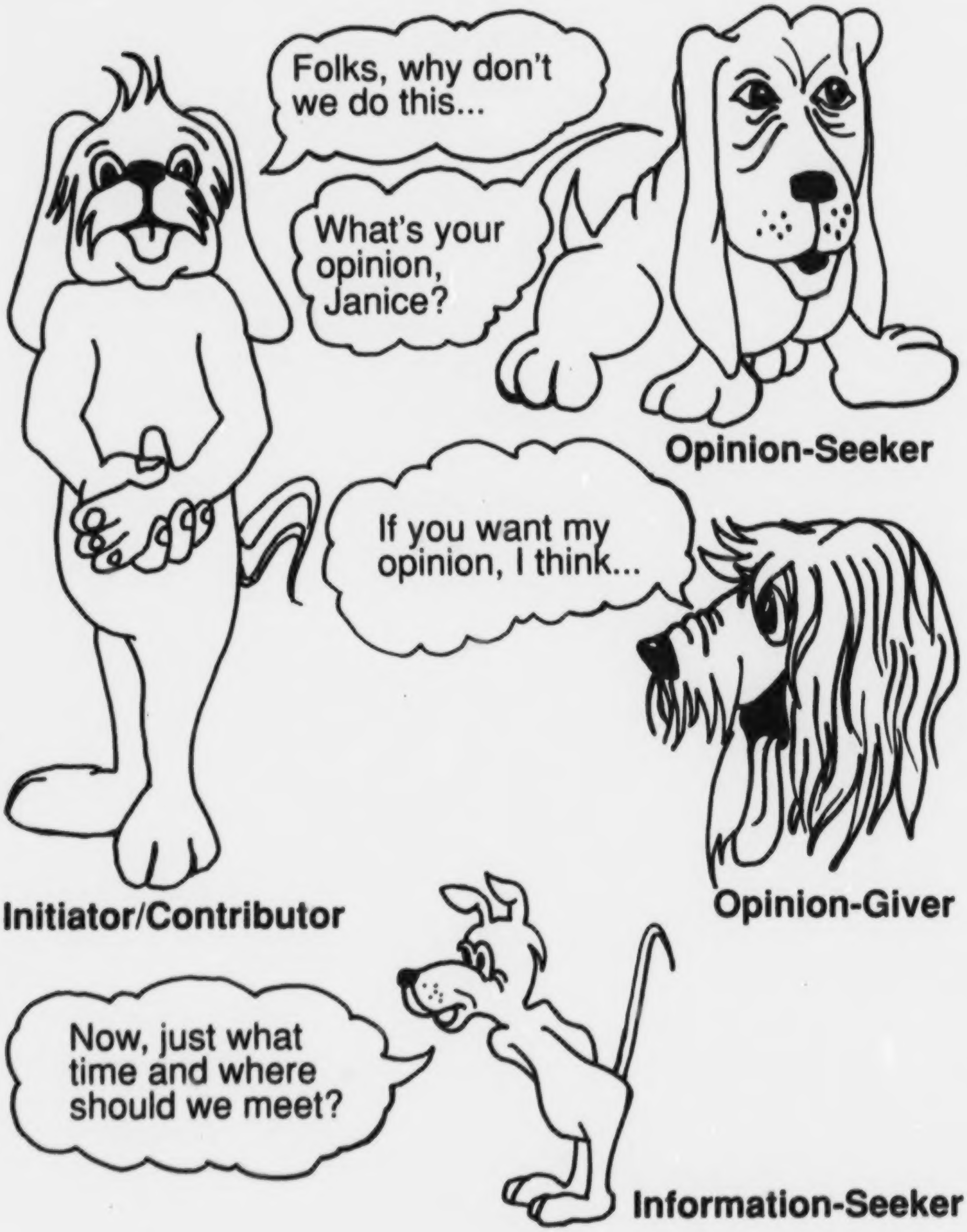
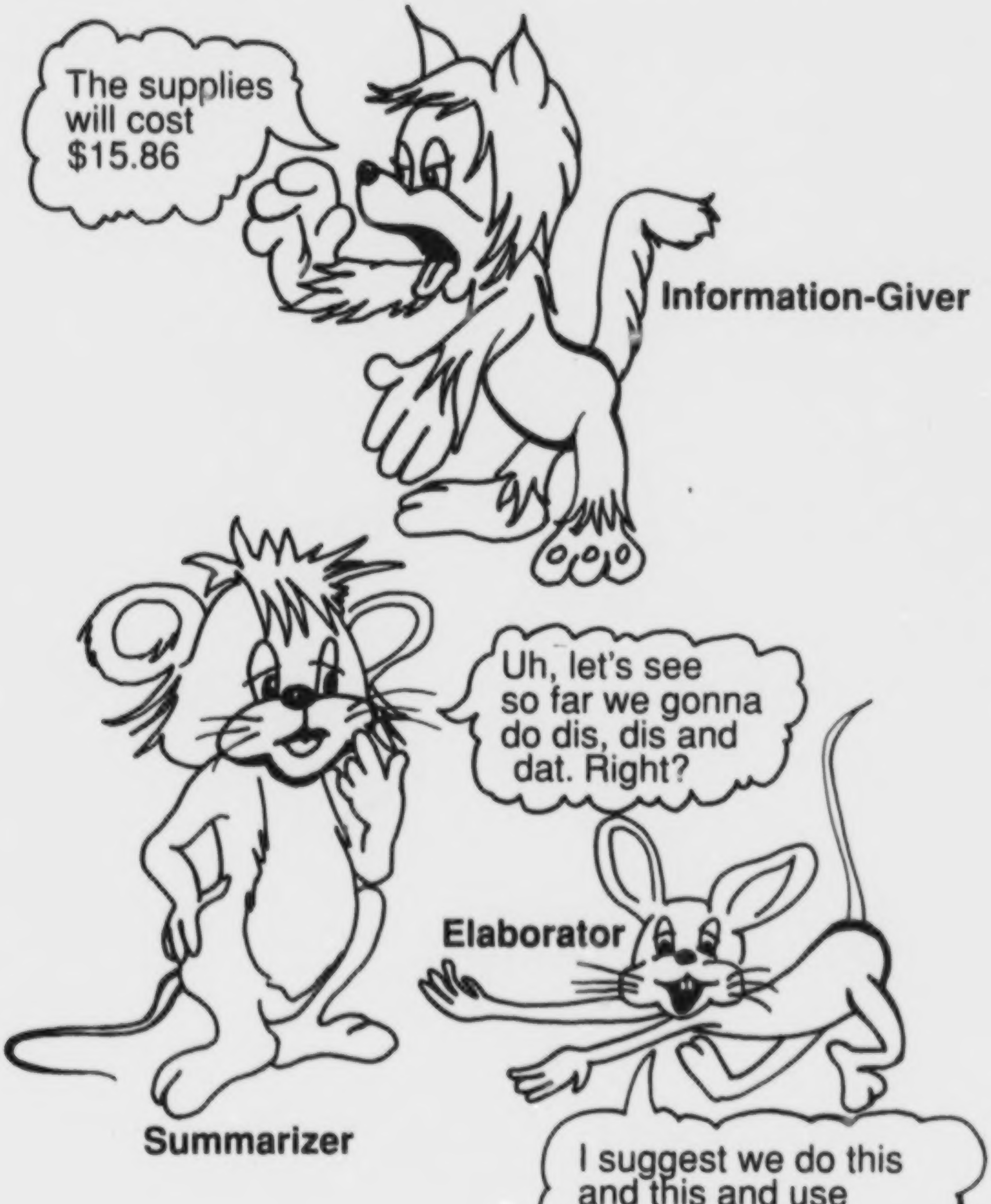
Roles Found In Groups


Folks, why don't we do this...
What's your opinion, Janice?
Opinion-Seeker
If you want my opinion, I think...
Initiator/Contributor
Opinion-Giver
Now, just what time and where should we meet?
Information-Seeker

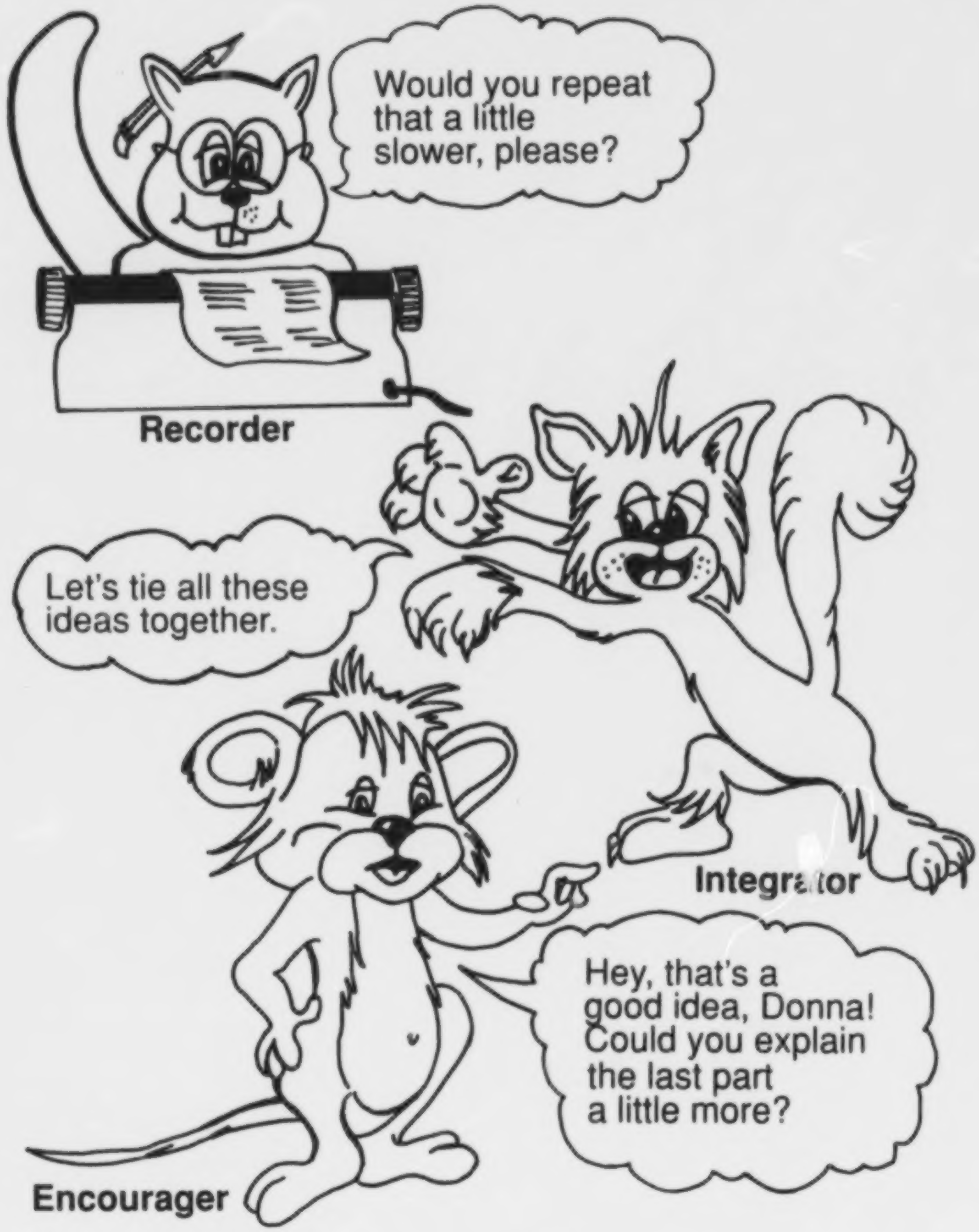
May be photocopied for student use.

Roles Found In Groups


The supplies will cost $15.86
Information-Giver
Uh, let's see so far we gonna do dis, dis and dat. Right?
Elaborator
Summarizer
I suggest we do this and this and use this way to do it

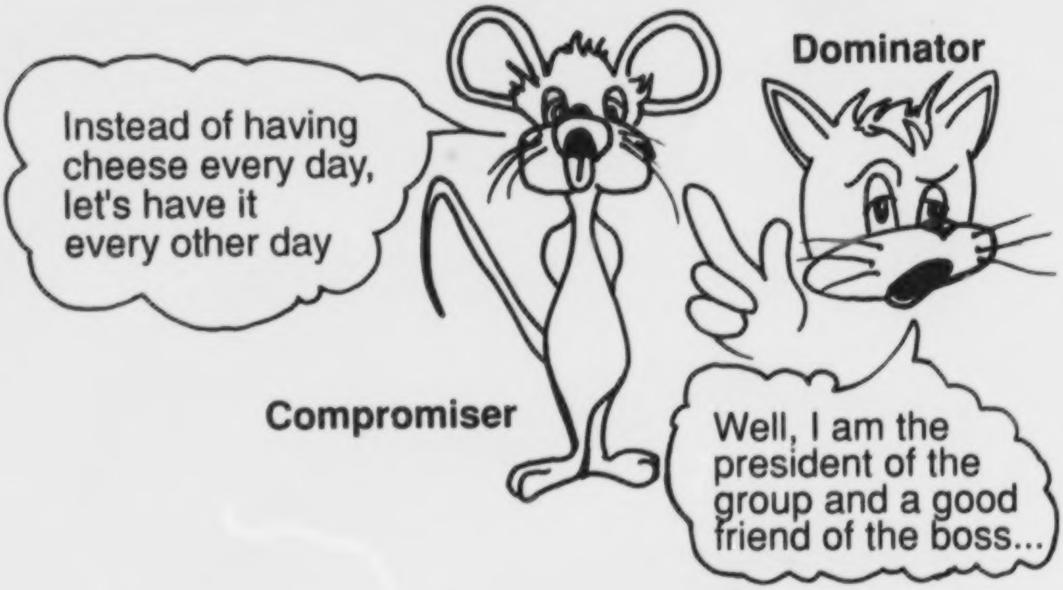
May be photocopied for student use.

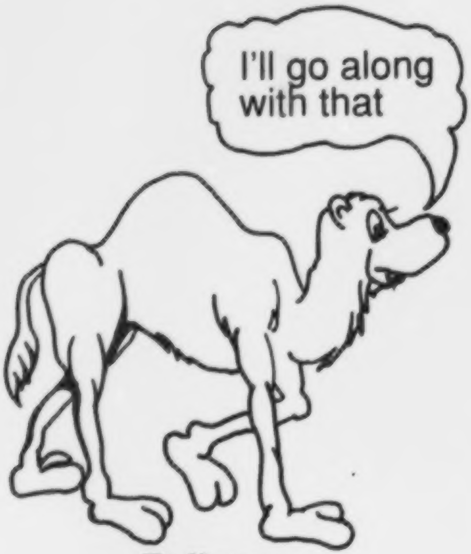
Roles Found In Groups

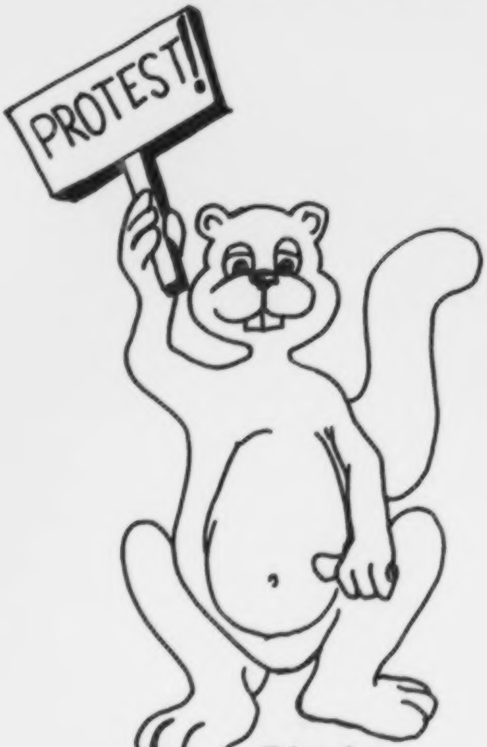

Would you repeat that a little slower, please?
Recorder
Let's tie all these ideas together.
Integrator
Hey, that's a good idea, Donna! Could you explain the last part a little more?
Encourager

May be photocopied for student use.

Roles Found In Groups

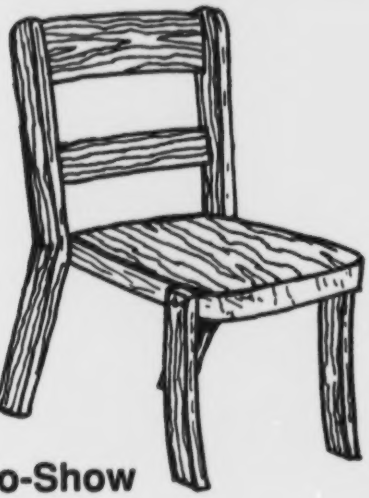

Instead of having cheese every day, let's have it every other day
Compromiser
Dominator
Well, I am the president of the group and a good friend of the boss...


I'll go along with that
Follower

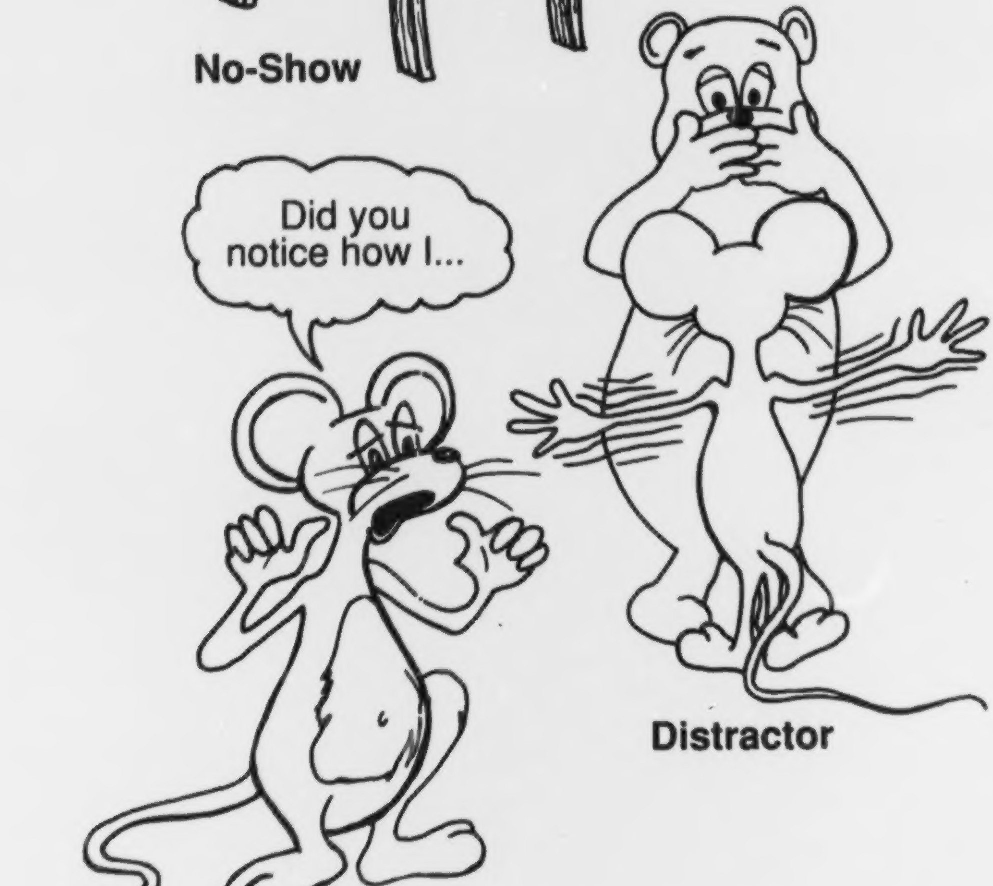

PROTEST!
Blocker

May be photocopied for student use.

Roles Found In Groups



No-Show


Did you notice how I...

Distractor

Recognition-Seeker

May be photocopied for student use.

ASSIGNMENT SHEET 1

BECOMING AN FFA LEADER

4

Name ______________________________ Score ____________

OBJECTIVE 14

Complete a community leadership survey.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Research and Reference
- Locate resources

Functional Reading
- Use content area vocabulary

Language
- Use standard grammar, spelling, and capitalization

Composition
- Use complete sentences
- Use topic sentences
- Compose essays

Leadership/Influencing
- Analyze/apply leadership styles

Cognitive Activities
- Collect/record information

Part 1

Select three individuals in your local community who appear to you to be good leaders. List three leadership traits that you believe each individual possesses.

NAME	LEADERSHIP TRAITS
1. ____________	a. ______________________
	b. ______________________
	c. ______________________
2. ____________	a. ______________________
	b. ______________________
	c. ______________________
3. ____________	a. ______________________
	b. ______________________
	c. ______________________

Part 2

Determine what type of city government you have in your community. Write a short essay about that type of government. Use resources in your school or public library to complete your essay.

____

____

____

Part 3

Who are the leaders in city government?

____

____

____

____

Part 4

Name four civic or community clubs in your community.

1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________

ASSIGNMENT SHEET 2

BECOMING AN FFA LEADER

4

Name ______________________________ Score __________

OBJECTIVE 15

Rate yourself as a leader.

INTRODUCTION

Serving in a leadership role, such as chapter officer or member, can be fun and challenging. It can also be frightening depending on your self-confidence and experience. Leaders tend to exhibit certain personality characteristics.

INSTRUCTIONS

Functional Reading
- Follow written instructions
- Use content area vocabulary

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Compose essays

General Relating
- Identify personal values/attitudes

Teamwork/Cooperative
- Identify values/attitudes

Leadership/Influencing
- Analyze/apply leadership styles

Cognitive Activities
- Draw conclusions

Part 1

Complete the following survey using the scale below. Use the key at the end of this assignment to see how you rate and to determine areas in which you may want to develop. Circle the appropriate number following each trait.

4 – Always

3 – Usually

2 – Rarely

1 – Never

Total your score after completing the questions by totaling the circled numbers.

☑ **NOTE:** You may want a classmate to rate you to see if the evaluations are the same.

	Never	Rarely	Usually	Always
1. Do I maintain a well-groomed appearance?	1	2	3	4
2. Do I delegate duties?	1	2	3	4
3. Do I use good posture?	1	2	3	4
4. Is my disposition cheerful?	1	2	3	4
5. Am I patient?	1	2	3	4
6. Do I exert positive leadership?	1	2	3	4
7. Am I generally thoughtful of the feelings of others?	1	2	3	4
8. Is my enthusiasm sincere and contagious?	1	2	3	4
9. Do I keep trying until I achieve success?	1	2	3	4
10. Am I sincere in my interest in other people?	1	2	3	4
11. Am I working toward my goals?	1	2	3	4
12. Do I get along well with others?	1	2	3	4
13. Do I react well to criticism?	1	2	3	4
14. Do I remember names and faces?	1	2	3	4
15. Am I always on time?	1	2	3	4
16. Am I cooperative?	1	2	3	4
17. Am I free of prejudice?	1	2	3	4
18. Do I know how people react in most situations?	1	2	3	4
19. Am I generally a good listener?	1	2	3	4
20. Do I refuse to be hurt by what other people say?	1	2	3	4
21. Can I correct or criticize without giving offense?	1	2	3	4
22. Do I usually like people for what they are, or do I wait to see if they like me?	1	2	3	4

	Never	**Rarely**	**Usually**	**Always**
23. Do I enjoy being part of a group?	1	2	3	4
24. Am I reliable?	1	2	3	4
25. Can I adapt myself to all situations?	1	2	3	4
26. Am I not easily discouraged?	1	2	3	4
27. Do I apply myself to the problems of each day?	1	2	3	4
28. Can I make a decision quickly and accurately?	1	2	3	4
29. Am I loyal to my supervisors and associates?	1	2	3	4
30. Do I try to understand the other person's point of view?	1	2	3	4
31. Am I neat and clean in my work?	1	2	3	4
32. Do I know where I make my mistakes?	1	2	3	4
33. Do I admit my mistakes?	1	2	3	4
34. Am I looking for chances to serve others better?	1	2	3	4
35. Am I following a plan for improvement and advancement?	1	2	3	4
36. Can I accept honors and advancements and yet keep my feet on the ground?	1	2	3	4
37. Am I dealing honestly and fairly with myself and with others?	1	2	3	4
Add each column and write the total here	____	____	____	____

Add the totals from each column to determine the TOTAL SCORE ____

Part 2

Now evaluate your score. If your score totaled over 100, your personality rating is superior. If you have been honest with yourself, you are among the people who are most likely to succeed. A score of 90 to 100 is above average; 75 to 90 is average; below 75 shows room for improvement.

Write short essays to answer the following questions.

1. What are your leadership strengths? ____________________

2. What are your leadership weaknesses? ____________________

3. How do you feel your leadership skills can be improved?

ASSIGNMENT SHEET 3

BECOMING AN FFA LEADER

4

Name ______________________________ Score __________

OBJECTIVE 16 **Interview a person in a leadership role.**

INTRODUCTION

Part of being a leader involves getting along with others. This activity will provide an opportunity for you to experience personal interactions first hand.

INSTRUCTIONS

Part 1

Arrange to interview a leader in your school or community. To help you begin, a list of questions you might ask the leader is given below. Space is provided to allow you to jot down answers given to you during the interview. Add other questions you would like to ask.

1. How long have you served in a leadership role?

   ____

2. What made you seek this leadership role?

   ____

   ____

3. Do you like serving in a leadership role? Why?

   ____

   ____

4. What duties accompany your leadership position?

   ____

   ____

Reading Comprehension
- Gain factual information

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Compose reports

Research
- Take notes

Oral Presentation
- Make informative presentations
- Use good speaking techniques
- Select/use words effectively

Interactive Communications
- Apply questioning techniques
- Conduct/receive interviews

General Relating
- Identify personal values/attitudes

Leadership/Influencing
- Analyze/apply leadership styles

Cognitive Activities
- Collect/record information
- Create a finished product

5. What are the personal and professional benefits of leadership to you?

6. What character traits do you think are common to all leaders?

7. What character traits do you think are not common to all leaders?

Other

Part 3

Use the information you gathered during your interview to write a one-page report about the person you selected. Using this report as a guide, give a brief oral presentation to the class about the leader you interviewed. Your oral report should last no longer than five minutes.

ASSIGNMENT SHEET 4

BECOMING AN FFA LEADER

4

Name ______________________________ Score __________

OBJECTIVE 17 **Complete the Production Company Simulation.**

INTRODUCTION

The purpose of this activity is to practice setting and achieving realistic goals and working as a member of a productive team.

INSTRUCTIONS

☑ **NOTE:** To be most effective, this simulation should be repeated in five-minute time intervals, four times during one class period.

- Divide into groups of approximately six to eight persons.
- Each group will need the following materials: one pair of scissors, one roll of tape, pattern for box, and about 150 sheets of construction paper.
- Each group is to act as a company that makes boxes. Each team should decide on a "company name" and elect a supervisor.
- Your instructor will demonstrate how to make construction-paper boxes using the pattern that follows.
- Each "company" should set goals for the number of boxes they plan to produce during each five-minute period.
- The supervisor of each company will draw a slip of paper that has a problem written on it before beginning each five-minute session. The slips will be provided by your instructor.

Oral Presentation
- Make informative presentations

Interactive Communications
- Work effectively in a group

General Relating
- Participate in group activities

Teamwork/Cooperative
- Give/receive feedback
- Investigate/apply group dynamics
- Resolve conflicts
- Clarify goals/objectives
- Generate ideas

Leadership/Influencing
- Provide positive coaching

Cognitive Activities
- Collect/record information
- Draw conclusions
- Predict results/outcomes
- Devise a solution
- Create a finished product
- Evaluate results/outcomes

- Time each work period and record team goals and actual achievements on the chart below.

	NUMBER OF BOXES	
	Company Name	
	Goal	Produced
Example	5	2
Period 1		
Period 2		
Period 3		
Period 4		

- Your instructor will act as the Quality Control Department and will not accept poorly constructed boxes.

- Remember that the number of boxes produced does not count until they have been delivered to the Quality Control Department.

  ☑ **NOTE:** After a few five-minute periods, you should be setting and achieving realistic goals.

- Clean up the scraps of paper from the floor and work area.

- Report your production to the class. Include information on your goals, problems encountered, how you solved them, etc. Answer the questions below and use this information to put your presentation together.

  1. What planning, assessing, organizing, delegating, or specializing took place?
  2. What roles did you see in your group?
  3. Was there a display of good leadership qualities such as tactfulness, enthusiasm, encouragement, discipline, instruction, and cooperation?

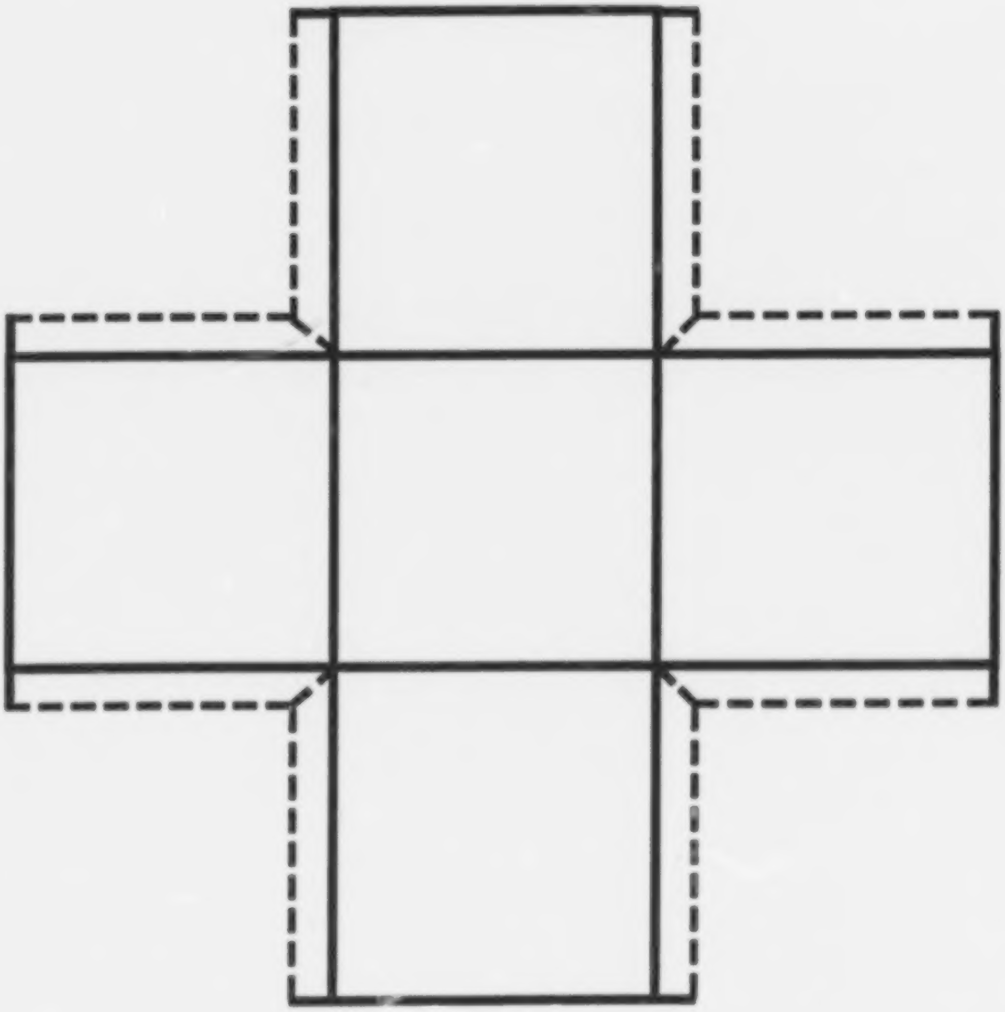
4. What happened when working conditions were not adequate, such as when the scissors were not used for two minutes?

5. What happened when members of the production group were late or did not have a good time schedule to follow in completing the task, such as the people who quit working for one minute?

6. Would the same people always play the same roles regardless of the group's goal or task? Are all roles in the group important?

7. Was there anyone in the group who willingly or unwillingly did not participate? If so, what could be done to use everyone's talents?

BOX PATTERN



JOB SHEET BECOMING AN FFA LEADER 4

Name ____________________

OBJECTIVE 18 **Tie a necktie or scarf.**

EQUIPMENT AND SUPPLIES

- Necktie or scarf
- Mirror

PROCEDURE

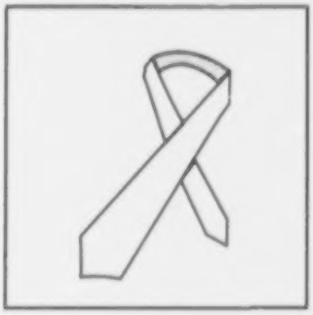
Functional Reading
- Follow written instructions

Job Acquisition/ Development
- Practice good personal presentation

- Necktie

	Yes	No
Procedure for tying a four-in-hand knot (Figures 1-6)		
1. Place the tie around your neck with the wide end longer; cross the wide end over the narrow end.	___	___

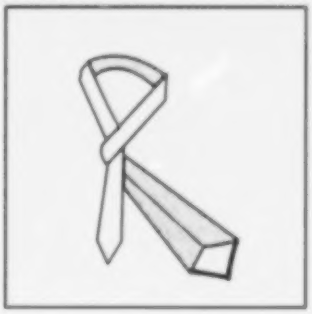
FIGURE 1



Yes No

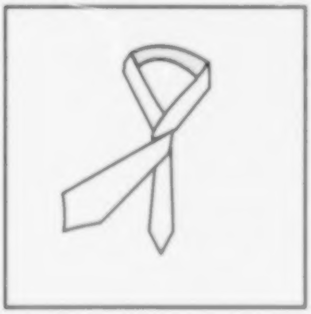
2. Bring the wide end around and behind the narrow end. ____ ____

FIGURE 2



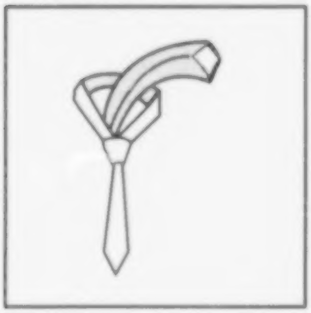
3. Continue bringing the wide end completely around and over the front. ____ ____

FIGURE 3



4. Pull the wide end back and up through the center of the tie. ____ ____

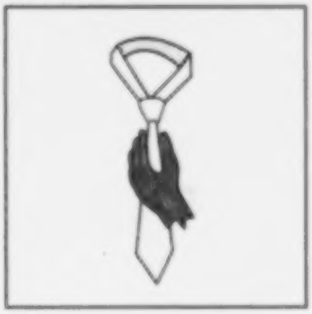
FIGURE 4



Yes No

5. Pull the point of the wide end down through the loop; form a dimple. ___ ___

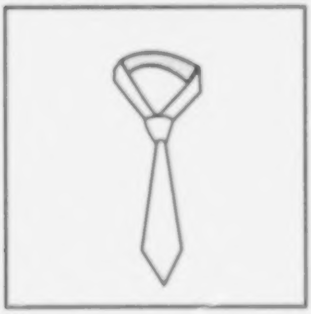
FIGURE 5



6. Tighten by sliding the knot toward the neck. ___ ___

☑ **NOTE:** You should now have a knot that is perfect in size, softly draped, and neatly dimpled.

FIGURE 6



7. Repeat steps 1 through 6 several times for practice. ___ ___

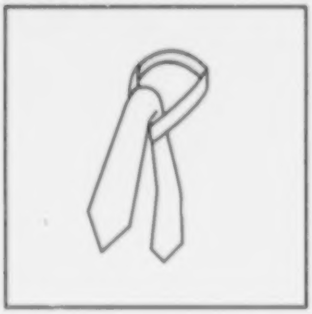
8. Remove the necktie. ___ ___

Yes No

Procedure for tying a Windsor knot (Figures 7-12)

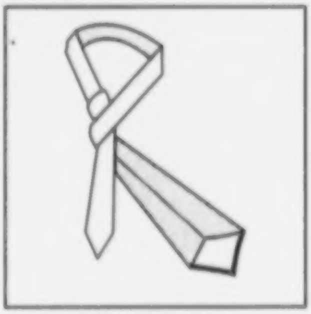
1. Place the tie around your neck with the wide end about 12 inches longer; loop across and up through the neck opening. ____ ____

FIGURE 7



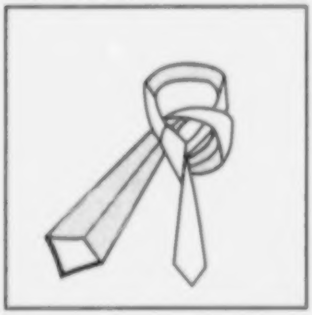
2. Bring the wide end around and behind the narrow end. ____ ____

FIGURE 8



3. Continue bringing the wide end up and over the side opposite the loop to form a V-knot. ____ ____

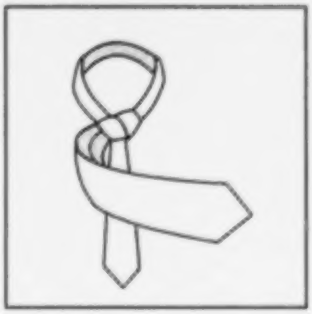
FIGURE 9



Yes No

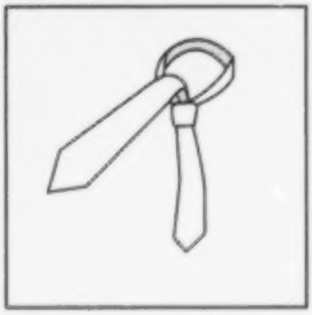
4. Continue this motion down, around, and over the front. ____ ____

FIGURE 10



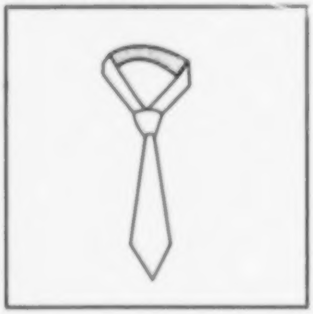
5. Bring the wide end back under the V-knot and pull it up through the center. ____ ____

FIGURE 11



6. Work the end down through the outer loop; dimple and tighten. ____ ____

FIGURE 12



Yes No

7. Repeat steps 1 through 6 several times for practice. ___ ___

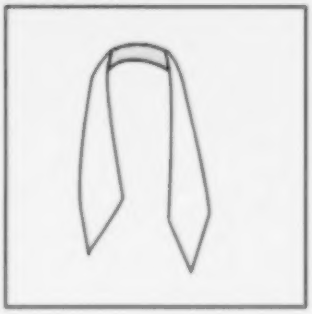
8. Remove the necktie. ___ ___

- Scarf

Procedure for tying a single square (Figures 13-17)

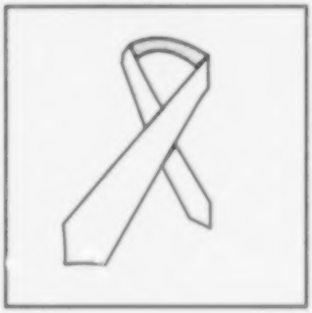
1. Place the scarf around your neck while leaving the right end approximately three inches longer than the left end. ___ ___

FIGURE 13



2. Cross the right side over the left. ___ ___

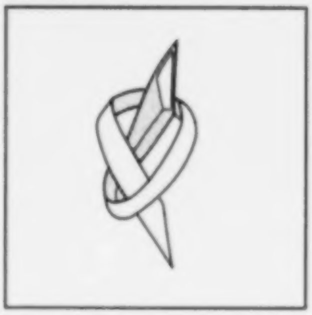
FIGURE 14



Yes No

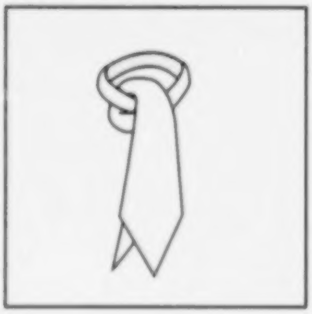
3. Pass the same side (longest) up through the loop. ___ ___

FIGURE 15



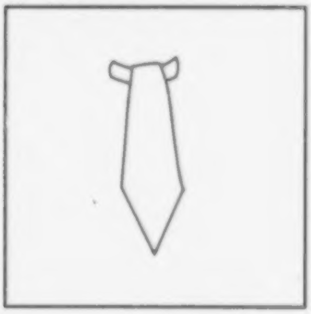
4. Place the long side down in the front. ___ ___

FIGURE 16



5. Pull the short end until the scarf is snug. ___ ___

FIGURE 17

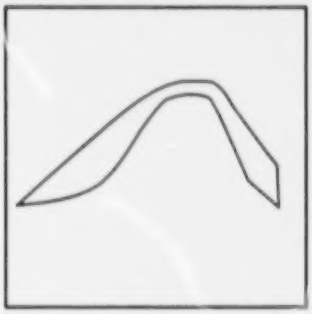


	Yes	No
6. Repeat steps 1 through 5 several times for practice.	___	___
7. Remove the scarf.	___	___

Dog collar square (Figures 18-22)

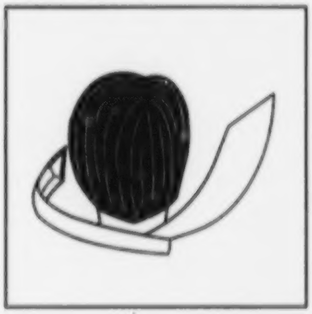
1. Place the scarf around your neck while leaving the right end approximately three inches longer than the left end.	___	___

FIGURE 18



2. Wrap the scarf around the back of your neck.	___	___

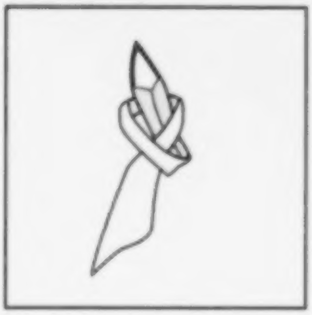
FIGURE 19



Yes No

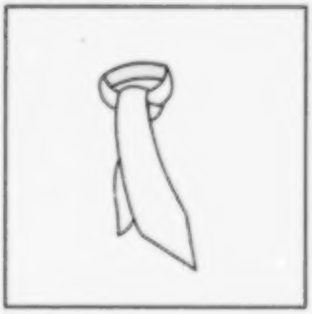
3. Pass the left side (longer end) over and up through the right side. ____ ____

FIGURE 20



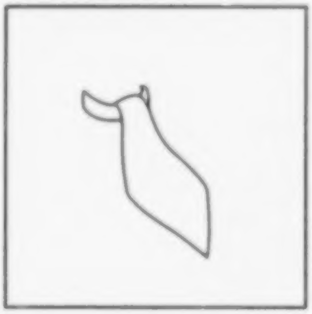
4. Tighten and draw up snug to your neck. ____ ____

FIGURE 21



5. Adjust to the right side. ____ ____

FIGURE 22



	Yes	No
6. Repeat steps 1 through 5 several times for practice.	____	____
7. Remove the scarf.	____	____

SKILL TEST RECORD

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See the Key below.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Tied a four-in-hand knot properly	4	3	2	1
Tied a Windsor knot properly	4	3	2	1
Tied a scarf in a single square	4	3	2	1
Tied a dog collar square	4	3	2	1

AVERAGE RATING

Evaluator note: To obtain an average rating for the Competency Profile, total the designated points in Product Evaluation and divide by the total number of criteria. Circle the rating on the Key.

KEY

4 **Skilled** – Can perform job with no additional training
3 **Moderately Skilled** – Has performed job during training program; limited additional training may be required
2 **Limited Skill** – Has performed job during training program; additional training is required to develop skill
1 **Unskilled** – Is familiar with process but is unable to perform job

EVALUATOR'S COMMENTS

____

____

____

WRITTEN TEST

BECOMING AN FFA LEADER

4

Name ______________________ Score __________

OBJECTIVE 1

Match terms associated with leadership to their correct definitions. Write the correct letters in the blanks.

a. attitude
b. autocratic
c. democratic
d. follower
e. laissez faire
f. lead
g. leader

____ 1. A state of mind; can be positive (good) or negative (bad)

____ 2. Form of leadership in which the majority rules

____ 3. Person who guides or directs others

____ 4. Informal style of leadership; lets everyone do as he or she wishes with no interference from the leader

____ 5. To guide or direct

____ 6. Leadership style in which the leader has absolute rule and authority

____ 7. Person who follows the guidance or direction of another

OBJECTIVE 2

State the definition of leadership. Write your answer in the space provided.

May be photocopied for student use.

OBJECTIVE 3

List characteristics of a leader. List fifteen characteristics below.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________

OBJECTIVE 4

Discuss reasons for becoming a good leader. Write your answer in the space provided.

____

____

____

____

____

____

May be photocopied for student use.

OBJECTIVE 5

Select from a list steps in becoming a good leader. Write an "X" in the blank before each correct answer.

____ 1. Never be a follower.

____ 2. Study the qualities of a good leader.

____ 3. Evaluate your strong and weak points.

____ 4. Develop a plan for making people follow you.

____ 5. Never take risks.

____ 6. Develop goals and a plan for training yourself as a leader.

____ 7. Become a good follower/listener.

____ 8. Act like someone else.

____ 9. Evaluate only your strong points.

____ 10. Be yourself.

____ 11. Evaluate the success of your development as a leader.

May be photocopied for student use.

OBJECTIVE 6

Match styles of leadership to their characteristics. Write the correct letters in the blanks.

a. autocratic
b. democratic
c. laissez faire

____ 1. Passes on information and direction from higher authority; depends entirely on others to get the job done; exercises little or no supervision or control; gives information and relies on others to make decisions

____ 2. Shows consideration for others; listens to and uses good ideas from others; practices general supervision; defines goals and lets co-workers use their judgment about how to do the job to some extent; checks with co-workers periodically to reward them and/or make necessary corrections; encourages group decisions through consensus

____ 3. Does all the planning, organizing, controlling, and coordinating; puts more emphasis on getting the job done than on the feelings of others; supervises closely; makes decisions

OBJECTIVE 7

State ways to demonstrate leadership. State three examples for each of the following areas in the spaces provided.

Part 1

- At home or with your family

1. ______________________________
____

2. ______________________________
____

3. ______________________________
____

May be photocopied for student use

Part 2

- With friends and acquaintances

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

Part 3

- At school

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

Part 4

- Within your community

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

May be photocopied for student use.

Part 5

- At work

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

Part 6

- Within professional organizations

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

OBJECTIVE 8

Select from a list characteristics of a strong FFA member. Write an "X" in the blank before each correct answer.

____ 1. Does not understand the role of a member and lets others do the work

____ 2. Respects other members' ideas

____ 3. Has pride in the chapter

____ 4. Has little, if any, FFA pride

____ 5. Constantly undermines the chapter by petty criticism

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____ 6. Assumes responsibility for sharing business at hand during meetings

____ 7. Thinks own ideas are the only important ones; does not bother to find out the purpose of meetings and makes little effort to help

____ 8. Is aware of the purposes of the chapter meetings and helps to accomplish these purposes

____ 9. Gives constructive criticism for the good of the chapter

____ 10. Does not exercise the thinking necessary to arrive at worthwhile ideas

____ 11. Expresses ideas for the chapter's benefit

OBJECTIVE 9

Select from a list characteristics of a strong FFA chapter leader. Write an "X" in the blank before each correct answer.

____ 1. Exhibits poise and confidence

____ 2. Has an interest in serving only his or her needs

____ 3. Has a poor attitude toward chapter activities

____ 4. Imposes ideas or does not respect others' ideas

____ 5. Gives proper attention to preplanning, FFA meetings, and committee work

____ 6. Gives credit to others for their contributions

____ 7. Lacks the ability and willingness to perform duties

____ 8. Demonstrates interest by his or her attitude

____ 9. Tries to take all the credit; attempts to show his or her importance and does not share responsibilities

____ 10. Lets things go until the last minute and then hopes everything will work out

____ 11. Realizes the importance of letting others share in responsibilities.

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____ 12. Is capable of doing a job properly

____ 13. Practices good democratic principles in dealing with members

____ 14. Believes in the FFA organization and has a sincere desire to serve all of the members

OBJECTIVE 10

List the ways to make a good first impression. Write your answers in the space provided.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

OBJECTIVE 11

Select from a list proper manners to use when eating in public. Write an "X" in the blank before each correct answer.

____ 1. Use the utensil on the inside first and work away from the plate.

____ 2. Place your napkin on your lap before you start to eat.

____ 3. Answer only important questions while chewing.

____ 4. Move your dishes around so you can reach everything easily.

____ 5. Wait to begin eating until everyone at your table has been served.

____ 6. Begin eating when food is served to prevent it from getting cold.

____ 7. Use the utensil on the outside first and work toward the plate.

____ 8. Do not move your dishes around.

May be photocopied for student use.

____ 9. Eat quietly and chew with your mouth closed.

____ 10. Leave an appropriate tip.

____ 11. Let your host leave the tip.

____ 12. Do not talk with your mouth full.

OBJECTIVE 12

Match roles found in groups to their correct descriptions. Write the correct letters in the blanks.

a. initiator/contributor
b. opinion-seeker
c. opinion-giver
d. information-seeker
e. information-giver
f. elaborator
g. summarizer
h. integrator
i. recorder
j. encourager
k. compromiser
l. follower
m. dominator
n. blocker
o. no-show
p. recognition-seeker
q. distractor

____ 1. Goes along with the movement of the group

____ 2. Exhibits distracting behavior and displays a lack of involvement in group processes

____ 3. Writes down suggestions and group decisions

____ 4. Tries to assert authority or superiority by manipulating the group or certain members

____ 5. Yields position and admits his or her error or offers to meet halfway

____ 6. Tries to extract key points from several ideas and show what they have in common

____ 7. Seeks to call attention to himself or herself or to his or her activities and accomplishments

____ 8. Asks for information and facts pertinent to the problem being discussed

____ 9. Tends to be negative about all ideas, rejecting them without cause or reason

____ 10. Pulls ideas together so the group can see where they are in their deliberation

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____ 11. States beliefs and emphasizes his or her views

____ 12. Doesn't care enough to show up for meetings

____ 13. Suggests or proposes new ideas for changes

____ 14. Spells out suggestions in terms of examples

____ 15. Praises, agrees with, and accepts the contributions of others

____ 16. Offers facts, information, or generalizations to the group

____ 17. Asks for a clarification of the values involved in a suggestion or in alternative suggestions rather than for facts

OBJECTIVE 13

List types of groups or organizations where leadership skills may be used. Write ten types in the space provided.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

OBJECTIVES 14-17

Evaluated on Assignment Sheets 1-4.

May be photocopied for student use.

OBJECTIVE 18 **Evaluated on the Job Sheet.**

May be photocopied for student use.

ANSWERS — BECOMING AN FFA LEADER — 4

ASSIGNMENT SHEETS

OBJECTIVES 14-17

Assignment Sheets 1-4

Answers to be evaluated to the instructor's satisfaction.

WRITTEN TEST

OBJECTIVE 1

1. a
2. c
3. g
4. e
5. f
6. b
7. d

OBJECTIVE 2

Leadership is a combination of qualities which inspires confidence, draws others toward the leader, and causes them to follow.

OBJECTIVE 3

Answer should include any 15 of the following:

- able to give praise and recognition
- caring/concerned about others
- cooperative
- diplomatic
- energetic
- enthusiastic
- goal oriented
- good listener
- good communicator
- hard working
- honest
- humble
- inspiring
- neatly dressed and groomed
- open minded
- polite
- positive attitude
- professional
- progressive
- responsible
- self-confident/assured
- sense of humor
- tactful
- tolerant
- well mannered

OBJECTIVE 4

Answer should include the following:

Strong leadership is needed in all areas of your life. We need leaders in the workplace, in government, and in civic organizations. Being a good leader will help you in many situations.

It is a challenge to learn leadership skills. We all need goals and challenges to make our lives interesting and fulfilling.

In becoming a good leader, you create and build respect for other people. As a good leader, you learn to respect differences in culture, beliefs, and viewpoints.

In the process of becoming a good leader, you are able to grow and mature. This growth can help you achieve more and reach your goals.

In becoming a good leader, you build and strengthen your communication skills. Good communication skills will serve you throughout life.

Putting yourself in a leadership position will help you build your self-confidence. The more you practice your leadership skills, the better you get and the more confidence you gain.

OBJECTIVE 5

2, 3, 6, 7, 10, 11

OBJECTIVE 6

1. c
2. b
3. a

OBJECTIVE 7

Part 1

Answers should include any three of the following:

- Make an effort to get along with your brothers and sisters.
- Make an effort to create cooperation between family members who often quarrel or disagree.
- Perform assigned household chores without balking or fighting.
- Offer to help parents with work projects or brothers and sisters with homework or personal projects, even if they do not ask.

- Abide by the family rules.
- Make a genuine effort to find and propose solutions or compromises when you and your parents or siblings disagree.

Part 2

Answers should include any three of the following:

- Do not give in to suggestions to do things that you know you should not do or do not really want to do.
- Be loyal.
- Give good advice if asked for it and as little as possible if not asked.
- Help to build friends' confidence by not putting them down, even in fun.
- Make an effort to be friendly to everyone, especially those who seem to lack confidence and need friendship.
- Be honest.

Part 3

Answers should include any three of the following:

- Treat school property with respect.
- Act positively toward instructors and school administrators.
- Volunteer to serve on school and chapter committees.
- Complete your committee assignments as soon as you receive them.
- Speak up in class and in chapter meetings.
- Agree to hold a chapter office if you are asked to do so.
- Be proud of the skills you are learning.

Part 4

Answers should include any three of the following:

- Respect community and personal property.

- Make an effort to learn about community government.
- Read the newspaper and keep up with current events related to your community.
- Obey the laws.
- Offer your services as a volunteer. You can assist with getting out the vote, cleaning up the community, collecting for charities, or other community activities.

Part 5

Answers should include any three of the following:

- Make an effort to get along with your co-workers and supervisors.
- Make an effort to create cooperation between co-workers who often quarrel or disagree.
- Perform duties and tasks without balking or arguing.
- Offer to help co-workers with duties or tasks even if they do not ask.
- Abide by the company rules.
- Make a genuine effort to find and propose solutions or compromises when you and your co-workers/supervisors disagree.

Part 6

Answers should include any three of the following:

- Make an effort to get along with other members.
- Make an effort to create cooperation between members who often quarrel or disagree.
- Perform duties and tasks without balking or arguing.
- Offer to help members/committees with duties or tasks even if they do not ask.
- Abide by the organization's bylaws/rules.

- Make a genuine effort to find and propose solutions or compromises when you and other members disagree.

OBJECTIVE 8 2, 3, 6, 8, 9, 11

OBJECTIVE 9 1, 5, 6, 8, 11, 12, 13, 14

OBJECTIVE 10 Answer should include the following:

- Giving a firm handshake
- Smiling and looking the person in the eye when shaking hands
- When introduced, repeating the person's name correctly and using it immediately
- Talking with your new acquaintance, but not trying to do all of the talking
- Saying good-bye with an expression of pleasure for having met the person

OBJECTIVE 11 2, 5, 7, 8, 9, 10, 12

OBJECTIVE 12

1. l
2. q
3. i
4. m
5. k
6. h
7. p
8. d
9. n
10. g
11. c
12. o
13. a
14. f
15. j
16. e
17. b

OBJECTIVE 13 Answers should include any ten of the following:

- Work groups
- School
- Church
- Economic organizations
- Civic services clubs
- Professional organizations
- Charitable organizations

- Advisory committees
- Special interest groups
- Political organizations
- Support groups
- Age-oriented groups
- Athletic groups

OBJECTIVES 14-17	Evaluated on Assignment Sheets 1-4.
OBJECTIVE 18	Evaluated on the Job Sheet.

OBJECTIVE SHEET

GIVING PRESENTATIONS

5

INTRODUCTION

At many times in your life you may be called upon to give a speech or other presentation. It may be an introduction of another speaker, a thank-you speech for an award you receive, a demonstration of a new product you are selling, or any number of other types of speeches. This unit will help you develop skills for giving presentations and allow you to practice those skills by writing and delivering several types of talks.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with writing and evaluating speeches to their correct definitions.
2. Define components of communication.
3. Match types of presentations to their correct descriptions.
4. Select from a list guidelines for preparing an effective speech.
5. Arrange in order steps to follow in writing a speech.
6. List resources to use when gathering information for a speech.
7. State rules for using quotations and statistics in a speech.
8. Discuss purposes, parts, and types of outlines.
9. State ways to practice effective delivery.
10. Select from a list ways to increase the effectiveness of a speech.
11. List factors to consider when listening to and evaluating a speech.
12. List organizations to which you might give a speech.
13. List guidelines for presenting welcoming addresses, introductions, and awards.

14. Give a prepared one-minute talk. (Assignment Sheet 1)

15. Select a speech topic and gather information for a prepared speech. (Assignment Sheet 2)

16. Write an outline for a prepared speech. (Assignment Sheet 3)

17. Write an introduction for a prepared speech. (Assignment Sheet 4)

18. Write the body of a prepared speech. (Assignment Sheet 5)

19. Write the conclusion of a prepared speech. (Assignment Sheet 6)

20. Give a prepared speech. (Assignment Sheet 7)

21. Give a demonstration. (Assignment Sheet 8)

22. Give an illustrated talk. (Assignment Sheet 9)

23. Evaluate another student's presentation. (Assignment Sheet 10)

SUGGESTED ACTIVITIES

GIVING PRESENTATIONS

5

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

☞ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheets, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with writing and evaluating speeches to their correct definitions.

- Discuss terms and definitions associated with writing and evaluating speeches.
- Have students collect pictures from magazines to show different gestures. Display these pictures in the classroom, and ask students to identify the ideas being communicated by each picture.
- Give students the assignment of watching TV commercials for one night, taking notes on commercials, and then reporting to the class about the commercials that make the best use of gestures to convey their messages.

- Show the class the page of entries you have copied from the *Reader's Guide to Periodical Literature*, or take the students to a library where all the volumes of the guide are available. Explain to students how the guide is used. If your library has electronic resources, ask a librarian to assist students in using the on-line catalog and data bases.

Objective 2: Define components of communication.

- Discuss the components of communication and their definitions.

- Explain the difference between *hearing* a speaker and really *listening* to a speaker. Listening involves staying alert, resisting distractions, noting nonverbal cues, concentrating on what the speaker is saying, and receiving, processing, and evaluating the speaker's message.

- Explain the difference between *talking* and *speaking*. Speaking involves using effective verbal skills (such as proper diction, grammar, pronunciation) as well as effective nonverbal skills (such as visible body movements, facial expressions, gestures, and posture) to communicate a message.

- Point out that people give speeches for one of three reasons: to inform the audience, to persuade the audience, or to integrate the members of the audience (pep talks, speeches of welcome, introductions). People listen to speeches to be informed on a subject, to hear reasons why they should be persuaded by the speaker, or to be integrated into a group. (Another purpose for speaking is to entertain, as professionals and after-dinner speakers do.)

- List the words *inform*, *persuade*, and *integrate* as three column headings on the chalkboard. Then conduct a class discussion, asking students to give examples of speech topics that might fit under these headings. Give each student an opportunity to come up with a speech topic until it seems the possibilities are exhausted.

  EXAMPLE: A speech about encouraging people to join the alumni association should be classified under the *persuade* column.

Objective 3: Match types of presentations to their correct descriptions.

- Make students aware of different types of presentations and their purposes. Stress the importance of selecting the right kind of presentation for the purpose required.

- After students review Objectives 2 and 3, have them develop a list of situations in which each type of presentation would be most effective.

- Ask students to state their intended purpose as they complete Assignment Sheet 1. Was the purpose to integrate, inform, or persuade?

Objective 4: Select from a list guidelines for preparing an effective speech.

- Discuss guidelines for preparing an effective speech.

- Explain that knowing your audience is one of the most important aspects of an effective speech.

- Discuss the rest of the guidelines, continuing with the example used for the first guideline. For instance, to illustrate the guideline "choose information that is current and timely," tell students that they should try to center speeches on current events or topics.

Objective 5: Arrange in order steps to follow in writing a speech.

- Discuss information students will need in writing a speech: steps to follow in writing a speech, guidelines to follow when gathering information for a speech, rules for using quotations and statistics in a speech, reasons for using outlines, principal parts of an outline, and types of outlines.

- Discuss the importance of following the order of the steps presented in Objective 5. Explain to students that they will save much time and energy if they follow the procedure for writing a speech.

Objective 6: List resources to use when gathering information for a speech.

- Point out to students the various trade magazines and journals available to them. Show students how to complete tasks associated with researching a subject. For example, show students how to use a table of contents in a magazine to locate articles, how to scan an article to determine its usefulness as a reference, and how to record key information (take notes) from a useful article.

- Take students on a prearranged field trip to either the school or public library.

Objective 7: State rules for using quotations and statistics in a speech.

- Emphasize that although using statistics and quotations in a speech can serve to help the speaker make a point, their use should be limited, and, when used, they must be quoted precisely, in context, and correctly identified as to source and date. Show students how to record quotations and statistics on index cards.

Objective 8: Discuss the purposes, parts, and types of outlines.

- When discussing Objective 8, point out that outlining is a basic skill used to create the framework in all forms of communication. Explain that students will save time in organizing their ideas and in recognizing the strengths and weaknesses of their speeches if they make outlines *before* attempting to write their speeches. Use Transparency 1 to illustrate your discussion.

- Discuss the parts of an outline, using Transparency 2 to illustrate your discussion.

- Discuss the types of outlines, using Transparencies 3-5 to illustrate your discussion.

Objective 9: State ways to practice effective delivery.
Objective 10: Select from a list ways to increase the effectiveness of a speech.

- Discuss information students will need in delivering a speech: ways to develop proper delivery, ways to develop and add meaning to the delivery of a speech, reasons for using gestures when giving a speech.

- Remind students that some nervousness is normal.

- Demonstrate the breathing and relaxation exercises outlined in the information.

Objective 11: List factors to consider when listening to and evaluating a speech.

- Discuss factors to consider when listening to and evaluating a speech.

- Explain that evaluating someone else's speech will also assist the student in evaluating the quality of his or her own speech.

Objective 12: List organizations to which you might give a speech.

- Discuss organizations that students should consider presenting their presentations to for additional practice and experience.

- Contact one or more of the organizations mentioned and make plans for some of your students to make presentations to the organization. This is the best way for your students to prepare for public speaking contests.

Objective 13: List guidelines for presenting welcoming addresses, introductions, and awards.

- Discuss presenting welcoming addresses, introductions, and awards.

- Have students present brief welcoming addresses to the class.

- Have each student present an introduction of the student next to him or her.

- Have a mock award presentation and allow each student to present an award to you or a fellow student.

Objective 14: Give a prepared one-minute talk.
Objective 15: Select a speech topic and gather information for a prepared speech.
Objective 16: Write an outline for a prepared speech.
Objective 17: Write an introduction for a prepared speech.
Objective 18: Write the body of a prepared speech.

- Discuss Assignment Sheets 1-5. Guide students through these Assignment Sheets in the order they are presented. Have students turn in one Assignment Sheet for evaluation before they proceed to the next Assignment Sheet.

Objective 19: Write the conclusion of a prepared speech.
Objective 20: Give a prepared speech.
Objective 21: Give a demonstration.
Objective 22: Give an illustrated talk.
Objective 23: Evaluate another student's presentation.

- Discuss Assignment Sheets 6-10 and then have students complete each Assignment Sheet.

- Videotape each speech or presentation given to use as a tool for evaluation and discussion.

- Use the evaluation criteria in Assignment Sheets 8-10 to evaluate presentations.

EVALUATION

Pretest

- Use the unit Written Test for **both** the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

Assignment Sheet

- Evaluate students on Assignment Sheet activities if not previously done. Students must repeat an Assignment Sheet until they have mastered the activity.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the Optional Resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

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INFORMATION SHEET

GIVING PRESENTATIONS

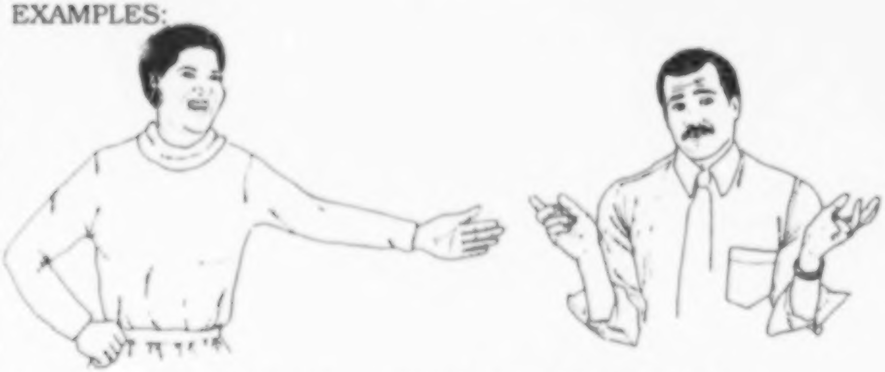
5

OBJECTIVE 1

Match terms associated with writing and evaluating speeches to their correct definitions.

- **articulate** – to talk distinctly
- **attitude** – position assumed for a specific purpose
- **communication** – two-way process of speaking and listening; exchange of information
- **context** – interrelationship of words in a paragraph or sentence that makes clear their exact meanings
- **fluency** – quality of being effortlessly smooth and polished
- **gesture** – facial expression or body motion used to emphasize an idea

EXAMPLES:



- **outline** – logical organization of ideas that forms the framework of any story, essay, or other form of information
- **plagiarism** – the act or instance of stealing and passing off the words of someone else as one's own
- **poise** – easy, self-assured manner
- **pronounce** – to say or speak words correctly
- **quotation** – statement in which another person's words are cited exactly

- ***Reader's Guide to Periodical Literature*** – monthly publication that identifies current magazine articles

  ☑ **NOTE:** The *Reader's Guide to Periodical Literature* may be found in most public libraries.

- **speech** – the communication or expression of thoughts in spoken words

- **statistics** – data in the form of facts and figures

OBJECTIVE 2

Define components of communication.

- **speaking** – using verbal and nonverbal expression to transmit a message to a receiver for a particular purpose

  ☑ **NOTE:** The speaker must use effective verbal skills (proper diction, grammar, pronunciation) as well as effective nonverbal skills (visible body movements, facial expressions, gestures, posture) to communicate a message.

- **listening** – receiving, processing, and evaluating verbal and nonverbal messages expressed by a sender for a particular purpose

  ☑ **NOTE:** Receiving, processing, and evaluating the speaker's message involves staying alert, resisting distractions, noting nonverbal cues, and concentrating on what the speaker is saying--really hearing the speaker's message

- **message** — information, thoughts, and feelings conveyed by speaker to inform, persuade, or integrate listener

OBJECTIVE 3

Match types of presentations to their correct descriptions.

- **demonstration** – presentation illustrating the step-by-step procedure for performing a task or assignment

- **extemporaneous speech** – speech given on the spur of the moment with little or no prior preparation

- **illustrated talk** – presentation using visual aids and objects to assist in making a point

- **oral report** – presentation covering the facts of a speech, report, or written document
- **panel discussion** – presentation in which three or more individuals discuss a topic from different points of view
- **prepared speech** – formal presentation following a logical sequence

OBJECTIVE 4

Select from a list guidelines for preparing an effective speech.

Effective speeches require preparation and planning. Some suggested guidelines for preparing an effective speech are listed below.

- Know your audience.
- Choose an idea that is interesting to the audience.
- Choose an idea that is striking, different, or unusual.
- Choose information that is current and timely.
- Make the presentation clear to yourself.

  ☑ **NOTE:** Think about logical order.
- Phrase the speech clearly for your audience.
- Explain any new ideas or terms related to the subject or topic.
- Practice giving your speech.

OBJECTIVE 5

Arrange in order steps to follow in writing a speech.

Preparation and planning can help make your speech a success. Part of the preparation includes a series of steps to follow when writing your speech. These steps are outlined below.

1. Select a familiar subject.
2. Research available references.
3. Record key information.

   EXAMPLE: Write your information on 3 x 5 cards.

4. Develop an outline.
5. Write a rough draft.
6. Revise the rough draft.
7. Type or print the final copy.

OBJECTIVE 6 **List resources to use when gathering information for a speech.**

Background information is available for the person who will look for it. The following list includes only a few reference possibilities.

- Check your personal books for information.
- Review back issues of trade and business magazines.
- Check school and public libraries.
- Use the *Reader's Guide to Periodical Literature* to locate magazine articles.
- Write to associations.
- Interview a resource person.

  EXAMPLES: President of a civic club, a business owner, a local politician
- Contact appropriate federal, state, or county government agencies.
- Check educational facilities and their publications.
- Check newspapers.

  ☞ **NOTE:** Many newspaper editors have very useful information.

OBJECTIVE 7 **State rules for using quotations and statistics in a speech.**

Quotations and statistics can help you prove a point or supply background information for your audience. The following list gives some basic guidelines for using quotes and statistics.

- Only use them when they are needed to make a point.

☞ **NOTE:** Limit the use of quotations in your speech; the audience wants to hear your opinions, not another author's opinions.

- Make sure the source and date of information are accurate.

  ☞ **NOTE:** It is common courtesy to cite the author's name, and doing so often helps support your information.

- Keep the true meaning of the quotations and statistics.

  ☞ **NOTE:** Use quotations and statistics in their original context.

OBJECTIVE 8 **Discuss purposes, parts, and types of outlines.**

- **Purposes**
  - ☐ To help you recognize strengths and weaknesses in the speech
  - ☐ To help you organize and develop your ideas
  - ☐ To help you save time when writing the speech
  - ☐ To help you keep your speech relevant
- **Parts**
  - ☐ **introduction** — the beginning of your speech. It should attract and motivate your audience. The introduction to a speech should get the audience's attention, state the purpose, relate the importance of the topic to the audience, and preview the main points to be covered.
  - ☐ **body** — the central theme of the speech. It carries the main idea to your audience. The body of a speech carries the speaker's message. It consists of the main points, subdivisions, and supporting details. Its main objective is to develop fully the theme of your presentation.
  - ☐ **conclusion** — the end of your speech. It reviews or summarizes the main points of your speech or asks for action. The end of a speech is just as important as the beginning and must be accorded its proper allotment of preparation. Your conclusion must do two things: 1) give your audience a feeling of completeness or satisfaction in terms of your having done what you set out to do, and 2) center attention on the whole idea of your speech rather than on any part of it. In short, it must drive home the central message of your speech.

- **Types**

  - ☐ **topical** — outline style using key words or phrases to express the order of the thoughts to be presented in a speech

  - ☐ **sentence** — outline style using complete sentences to express the order of the thoughts to be presented in a speech

    ☞ **NOTE:** The sentence outline is more complete and, therefore, is usually a better outlining style for beginning speakers to use.

EXAMPLES:

Topical outline style

TITLE

Disease Cures

I. **INTRODUCTION**

Importance of research

II. **BODY**

A. **First main point**

Identification of cause of disease

1. Subpoint 1
2. Subpoint 2

B. **Second main point**

Isolation of disease

1. Subpoint 1
2. Subpoint 2

III. **CONCLUSION**

Possible cure

Sentence outline style

TITLE

Finding Cures for New Diseases

I. **INTRODUCTION**

Research of a new disease is essential to finding a cure.

II. **BODY**

A. **First main point**

The initial research begins with locating the cause of the disease.

1. Subpoint 1
2. Subpoint 2

B. **Second main point**

After finding the cause, the disease is isolated and tested.

1. Subpoint 1
2. Subpoint 2

III. **CONCLUSION**

The result of the testing is a possible cure for the disease.

OBJECTIVE 9

State ways to practice effective delivery.

Several techniques can help you develop an effective delivery of your speech.

- Practice your speech in front of a mirror.
- Use a tape or video recorder for evaluating your delivery.
- Practice giving your speech in front of another person(s).
- Ask a professional to critique your presentation.

OBJECTIVE 10

Select from a list ways to increase the effectiveness of a speech.

- Maintain eye contact.
- Use gestures.
    - To emphasize specific thoughts
    - To convey attitudes or moods
    - To express thoughts and feelings

  EXAMPLES: Use your hands; vary your facial expression

  ☑ **NOTE:** Be yourself, but do not overact. Overacting focuses the audience's attention on the speaker, not on the speech.

- Maintain good posture.
- Use voice control.
    - Speak clearly, slowly, and in a pleasant tone.
- Use visuals if they are appropriate.
- Be neatly groomed and appropriately dressed.
- Be prepared.

  ☑ **NOTE:** The best way to be prepared is to practice your speech until you know it well and can deliver it smoothly.

- Recognize that some fear is normal; do not get too upset.
- Be enthusiastic and confident.
- Practice ways to reduce nervousness.
    - ☐ Practice relaxation and visualization exercises before giving your presentation.

      EXAMPLE: Tighten and release muscles that are tense; open your mouth wide and then close your mouth, repeat; clinch your hands and then open them; shake your hands at your sides.

      EXAMPLE: Picture a pleasant scene in your mind such as a deserted, tropical island beach. Imagine the sound of the waves splashing at your feet as you walk along the beach. Let yourself relax and enjoy the sights and sounds of the island.
    - ☐ Control your breathing.

      EXAMPLE: Inhale deeply, hold your breath for a few seconds, then exhale slowly.

OBJECTIVE 11 **List factors to consider when listening to and evaluating a speech.**

Content of speech

- Important and appropriate subject
- Suitable material
- Accurate statements included
- Clear purpose

Composition of speech

- Organized content
- Appropriate language
- Unified thought
- Proper sentence structure

- Logical development
- Accomplished purpose

Speaker's voice quality

- Proper pitch
- Proper articulation
- Proper volume
- Proper pronunciation

Speaker's stage presence

- Appropriate attitude
- Good poise and body posture
- Ease before audience
- Appropriate personality

Speaker's personal appearance

- Neat appearance
- Appropriate dress

Speaker's power of expression

- Fluent
- Direct
- Proper emphasis
- Communicated message
- Sincere

Speaker's response to questions reflects

- Originality
- Familiarity with the subject

- Ability to think quickly

General effect of the speech

- Interesting
- Understandable
- Convincing
- Pleasing
- Captivating

OBJECTIVE 12

List organizations to which you might give a speech.

- Optimist Club
- Lions Club
- Kiwanis Club
- Chamber of Commerce
- Jaycees
- Licensed Practical Nurses Association
- Sales and Marketing Associations
- Vocational Associations
- League of Women Voters
- State Education Association
- Rotary Club
- Toastmasters
- Secondary School Principals
- State Board of Education
- Local School Board

- Chief School Officers
- Parent Teacher Association
- American Legion
- Century Club
- Veterans of Foreign Wars
- Labor Unions (AFL-CIO, UAW, IGW, etc.)
- Medical Society
- Youth Organizations (School, Vocational, Special Programs, Boy Scouts, etc.)
- Better Business Bureau
- Agency to Reduce Crime
- Women's Clubs
- Masonic Lodge
- Knights of Columbus
- Retail Merchants' Association
- Public School Assemblies
- City Council Meetings
- House of Representatives and/or Senate
- Local Business or Industry Board Meetings

OBJECTIVE 13

List guidelines for presenting welcoming addresses, introductions, and awards.

- Welcoming addresses
    - ☐ State the purpose of the meeting.
    - ☐ State your appreciation for the audience's attendance.
    - ☐ Be brief.

- Introductions
  - ☐ Give brief background information about the speaker.

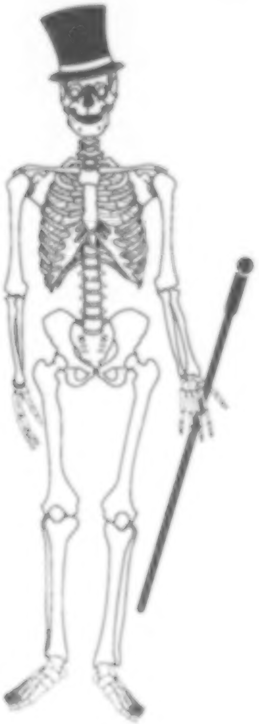
    EXAMPLES: High school, organizations, family, hobbies, education, occupations, etc.
  - ☐ State the title of the presentation (if possible).
  - ☐ State the speaker's name last.
  - ☐ Keep the introduction under 1½ minutes.
  - ☐ Lead the applause.
  - ☐ Remain at the podium until the speaker arrives at the podium.
  - ☐ Go behind the speaker to your seat, not in front of the speaker.
- Awards
  - ☐ Explain the importance of the award.
  - ☐ Introduce the recipient.
  - ☐ Describe the recipient's accomplishments.
  - ☐ Shake the recipient's *right* hand while handing the award with your left hand.

    ☑ **NOTE:** This procedure requires your hands to cross; therefore, you should practice the motion several times prior to the presentation to avoid embarrassment.
  - ☐ Encourage the recipient to face the audience.
  - ☐ Lead the applause.

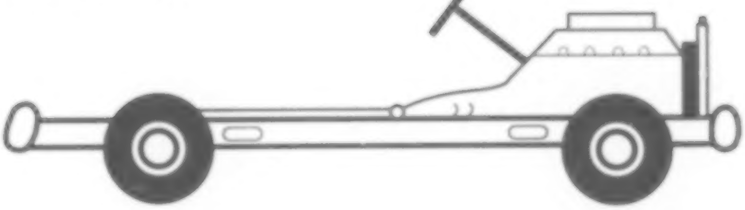
OBJECTIVES 14-23 **Complete Assignment Sheets 1-10.**

What is an Outline?

A skeleton—



or a frame—



An outline forms the framework of a speech.

Principal Parts of an Outline

I. INTRODUCTION:

Attracts the attention of the audience and prepares them for what they will hear

II. BODY:

Develops the main idea; carries the main points, subdivisions, and supporting details of your message

III. CONCLUSION:

Summarizes, reviews, urges action; drives home your central idea

What Should an Outline Look Like?

I. INTRODUCTION

II. BODY

- **A. First main point**
    1. Subpoint 1
    2. Subpoint 2
- **B. Second main point**
    1. Subpoint 1
    2. Subpoint 2

III. CONCLUSION

Sentence Outline Style

TITLE

Finding Cures for New Diseases

I. **INTRODUCTION**

Research of a new disease is essential to finding a cure.

II. **BODY**

A. **First main point**

The initial research begins with locating the cause of the disease.

1. Subpoint 1
2. Subpoint 2

B. **Second main point**

After finding the cause, the disease is isolated and tested.

1. Subpoint 1
2. Subpoint 2

III. **CONCLUSION**

The result of the testing is a possible cure for the disease.

Topical Outline Style

TITLE

Disease Cures

I. **INTRODUCTION**

   Importance of research

II. **BODY**

   A. **First main point**
      Identification of cause of disease

      1. Subpoint 1
      2. Subpoint 2

   B. **Second main point**
      Isolation of disease

      1. Subpoint 1
      2. Subpoint 2

III. **CONCLUSION**

   Possible cure

ASSIGNMENT SHEET 1 — GIVING PRESENTATIONS — 5

Name ______________________________ Score __________

OBJECTIVE 14

Give a prepared one-minute talk.

INTRODUCTION

One of the best and easiest ways to begin preparing a presentation is to select a topic with which you are very familiar.

Part 1

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Oral Presentation
- Make informative presentations
- Use good speaking techniques
- Select/use words effectively

Prepare a one-minute talk about yourself, using the situation below.

You have just been informed by your instructor that you are to meet a new chapter member at the airport at 8:00 p.m. You have never met this person. Describe yourself in detail so that the person will be able to identify you in the crowd at the airport.

Use the space below to prepare your remarks.

Part 2

Give your prepared talk. Remember that your talk is to be one minute in length.

ASSIGNMENT SHEET 2

GIVING PRESENTATIONS

5

Name ______________________________ Score __________

OBJECTIVE 15

Select a speech topic and gather information for a prepared speech.

INTRODUCTION

Perhaps the most difficult part of writing a speech is getting started—selecting a topic and gathering information on that topic. In this Assignment Sheet you will be guided through these two "getting started" phases of speech writing.

INSTRUCTIONS

Reading Comprehension
- Select useful resources
- Locate resources
- Use standard references

Research
- Take notes
- Use note cards

Teamwork/Cooperative
- Generate ideas

Part 1

Selecting a speech topic

Make a list of subject areas that you find interesting. Write down as many topics as you can think of; then review the list and select the topic for your speech.

Possible topics:

Part 2

Gathering information

Gathering information to develop your speech topic consists of two stages: 1) selecting possible reference materials and 2) recording key information from those references. To help you through these stages, follow the directions. When you have completed this activity, go on to Part 3 of the Assignment Sheet.

Reread Objective 6 concerning guidelines to follow when gathering information for a speech; then list possible references that may help you in finding background information to develop your speech topic. List those reference sources on the blanks below.

Possible reference sources:

Part 3

Recording key information from your references

Recording key information from your resource material or note-taking involves quoting another person's words or summarizing another person's thoughts. This must be done in such a way that the idea is clear to you and the original thought has not been distorted.

Read the following guidelines for recording information; then using the sources you listed in Part 2, take notes to help you develop your speech topic. Hand in your notes to your instructor for evaluation.

Guidelines for Recording Information

- Record information on 3x5 cards.
- If you are in doubt about whether or not to take a note, take it. It is easier to discard a note you do not need than to relocate a source.
- Summarize information in your own words without distorting the original thought.
- Do not copy information word-for-word from the original unless your source concisely sums up a great deal of information and you want to incorporate that quotation into your speech.
- If you copy a quotation, make sure you enclose it in quotation marks so later you will know that the note was quoted verbatim.
- Cite on each card the source and date of the information you have recorded.

ASSIGNMENT SHEET 3

GIVING PRESENTATIONS

Name ______________________________ Score __________

OBJECTIVE 16

Write an outline for a prepared speech.

INSTRUCTIONS

After gathering information from available sources, the next step in developing a speech is to make an outline. After you have reviewed the notes you took from your reference material, outline your speech, using the space below. Use either the topic or sentence outline style discussed in Objective 8. Have your instructor evaluate the completed outline.

Composition
- Develop preliminary outline

Research
- Outline material

TITLE

____

I. **INTRODUCTION**

____

____

II. **BODY**

A. **First main point**

____

____

1. Subpoint 1

____

____

2. Subpoint 2

____

____

B. **Second main point**

____

____

1. Subpoint 1

____

____

2. Subpoint 2

____

____

III. **CONCLUSION**

____

____

ASSIGNMENT SHEET 4 — GIVING PRESENTATIONS — 5

Name ______________________________ Score __________

OBJECTIVE 17

Write an introduction for a prepared speech.

INTRODUCTION

The introduction sets the stage for your speech. Select your words carefully. The introduction should be written in such a manner that the audience can identify with your speech. Make your sentences have meaning.

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Use introductory/closing paragraphs

Cognitive Activities
- Create a finished product

Using the outline you developed in Assignment Sheet 3, write the introduction to your speech. You may use the space below for your introduction. If more space is needed, use the back of this page. Have your instructor evaluate your completed introduction.

Speech title: ______________________________

Introduction: ______________________________

ASSIGNMENT SHEET 5

GIVING PRESENTATIONS

Name ______________________________ Score __________

OBJECTIVE 18

Write the body of a prepared speech.

INTRODUCTION

The body of your speech is the heart of the speech. This part should be filled with useful information. The speech should flow from one point to another. Use words that have meaning and words that you feel comfortable using. If you use dates and figures, make sure that the sources are given.

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Compose essays

Cognitive Activities
- Create a finished product

A considerable amount of time should go into preparing this part of your speech. Using the outline you prepared in Assignment Sheet 3, write the body of your speech. Use the following pages for writing your speech. Read through your speech and make modifications as needed. Have your instructor evaluate the completed body of your speech.

Speech title: ____

Body: ____

GIVING PRESENTATIONS

Name ______________________ Score __________

OBJECTIVE 19

Write the conclusion of a prepared speech.

INTRODUCTION

The conclusion should be short and closely tied to the text of your speech. The conclusion should summarize the key points of your speech and call for action if appropriate.

INSTRUCTIONS

Using the outline you developed in Assignment Sheet 3, write the conclusion to your speech. Use the space below to write your conclusion. If more space is needed, continue on the back of this page. Have your instructor evaluate your completed conclusion.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Use introductory/closing paragraphs

Cognitive Activities
- Create a finished product

Speech title: ______________________

Conclusion: ______________________

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ASSIGNMENT SHEET 7

GIVING PRESENTATIONS

Name ______________________________ Score __________

OBJECTIVE 20 **Give a prepared speech.**

INSTRUCTIONS

The time has arrived for you to prepare the final draft and give your speech. Use Assignment Sheets 4, 5, and 6 as your rough draft. Rewrite your speech, making the introduction, body, and conclusion fit together. Review the speech closely to make sure that it flows. Rework any unfavorable words or incomplete statements. Become comfortable with your speech.

Attach a copy of your final draft to this Assignment Sheet before turning it in to your instructor.

The following points may assist you.

- Study and restudy your speech. Make sure that you know your speech; memorize it if necessary.

  ☑ **NOTE:** A good way to memorize your speech is by reading it aloud several times.

- Practice your speech in front of a mirror. This will allow you to practice the use of gestures.
- Tape or video record your speech and play it back. This will give you an opportunity to hear how you sound or to see and hear how you deliver your speech.
- Practice your speech before friends or family members and ask for suggestions to improve the content and delivery.

Now that you have studied it, you are ready to deliver your speech. The following information will assist you in your delivery.

- Be neatly groomed.
- Be prepared.
- Recognize that some fear is normal.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Use introductory/closing paragraphs
- Proofread and edit

Oral Presentation
- Make informative presentations
- Use good speaking techniques
- Select/use words effectively
- Use effective body language
- Present appropriate appearance

Cognitive Activities
- Create a finished product

- Maintain eye contact.
- Use gestures.
- Maintain good posture.
- Let all important actions or gestures be seen clearly.
- Speak clearly and in a pleasant tone of voice; use voice control.

ASSIGNMENT SHEET 8

GIVING PRESENTATIONS

Name ______________________________ Score __________

OBJECTIVE 21

Give a demonstration.

INSTRUCTIONS

Demonstrations are much easier to develop and present than are other types of presentations. Your demonstration should be no longer than five minutes in length.

Part 1

Select a topic that interests you and give a demonstration. Use the following work sheets to help you prepare your presentation.

TOPIC: ____

1. What tools and equipment do you need?

- ____
- ____
- ____
- ____
- ____
- ____
- ____
- ____
- ____
- ____

Language

- State ideas clearly

Oral Presentation

- Make informative presentations
- Use good speaking techniques
- Select/use words effectively
- Present appropriate appearance
- Integrate audio and/or visual materials into oral presentations

Cognitive Activities

- Create a finished product

2. What visuals do you need?

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

3. Where will you present the demonstration? ______________

☑ **NOTE:** Remember, everyone in the room must be able to see your presentation. Always check the room arrangement before giving your presentation.

4. Having identified your topic and listed the equipment and tools needed, prepare your presentation. Use the following information to assist you.

- Make sure that your topic is current and that you are thoroughly familiar with the content.
- Develop your demonstration.
- Practice your demonstration and revise it as necessary.
- Review the time frame; your presentation should not run over five minutes.
- Make sure that the visuals used during your presentation are large enough to be seen by all people in attendance.
- Make sure that all your tools and equipment are available, in working condition, and clean.

- Check the meeting place several days prior to giving the presentation to view the seating arrangement and the equipment available.
- Make sure that safety procedures are followed while giving the demonstration.

Part 2

Outline what you will cover in your demonstration. List the steps of your presentation and where your visuals will be presented. Use the space below to outline your demonstration.

Part 3

This part of the assignment will be used to evaluate your demonstration. Read through the evaluation carefully. It will assist you in knowing what points to check before giving your demonstration.

1. What was the length of the presentation? ____________________

2. Did the demonstration follow a logical sequence?
   Yes _____ No _____

3. Did the presenter speak in a clear, distinct tone?
   Yes _____ No _____

4. Was the demonstration interesting? Yes _____ No _____

5. Could the demonstration be seen clearly? Were all visuals used large enough to be seen? Yes _____ No _____

6. Were proper safety procedures followed? Yes _____ No _____

   If no, what safety procedures were not followed? ____________
   ____
   ____
   ____
   ____

7. Did the presenter have all of the necessary tools and equipment?

   If no, what tools were missing? ______________________

8. Rate the presenter: Excellent _____ Good _____ Fair _____
   Poor _____

9. What were the strengths of the presentation? ____________
   ____
   ____
   ____
   ____

10. What were the weaknesses of the presentation? ____________________

____

____

____

____

____

11. In what ways could the presentation have been improved?

____

____

____

____

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ASSIGNMENT SHEET 9

GIVING PRESENTATIONS

5

Name ______________________________ Score ____________

OBJECTIVE 22

Give an illustrated talk.

INSTRUCTIONS

You have been asked to give a three-minute illustrated talk. Use interesting and relevant visuals when giving an illustrated talk. The use of visuals sets this type of talk apart from other types of speeches, so select your visual aids carefully.

Language
- State ideas clearly

Oral Presentation
- Make informative presentations
- Use good speaking techniques
- Select/use words effectively
- Present appropriate appearance
- Integrate audio and/or visual materials into oral presentations

Cognitive Activities
- Create a finished product

Part 1

1. Select a topic that interests you.

   TOPIC: ____

2. Determine where the talk will be given. ____________________

   ☑ **NOTE:** People must be able to see your visuals during the talk. Check the room arrangement before giving your talk.

3. Select and prepare visuals from the list below. Select types of visuals you will be using and write a brief description of each.

   - Charts ____
     ____
   - Models ____
     ____
   - Posters ____
     ____
   - Photographs ____________________________________
     ____

- Actual objects ______________________________

  ____

- Transparencies ______________________________

  ____

- Other (specify) ______________________________

  ____

4. List the equipment you will need.
   - ____
   - ____
   - ____

5. Now that you have selected your topic, identified where the talk will be given, and determined the types of visuals you will need, you can start preparing your talk. The following information may be helpful to you.
   - Make sure that the topic you selected is timely and that you feel comfortable with the topic.
   - Review the time frame; the talk should not run over three minutes.
   - Your visuals are the key to your presentation. Make sure they are large enough to be seen at the back of the room. Colors make your visuals stand out better and illustrate selected points.
   - Arrange your visuals according to the points you wish to make.
   - Practice your talk several times, paying close attention to your time.
   - Handle your visuals skillfully:
     - Address the visual and the audience;
     - Using the pointer, point to the visual to illustrate specific points;
     - Place the visual at the back of the stack or off to the side and continue with your talk.

Part 2

Use the space below to outline your talk. Be sure to include your visuals in your outline.

Part 3

This part of the Assignment Sheet will be used to evaluate your illustrated talk. Read through the evaluation carefully. It will assist you in knowing what points to check before giving your talk.

1. What was the length of the talk? ______________________

2. Did the talk hold the attention of the audience?

   Yes ____ No ____

3. Did the talk follow a logical sequence? Yes ____ No ____

4. Could the visuals be clearly seen from the back of the room?

   Yes ____ No ____

5. Were the visuals appropriate for the topic? Yes ____ No ____

6. Rate the use of visuals: (Check the most appropriate box.)

   Over used ☐

   Used appropriately ☐

   Used very little ☐

7. Did the presenter handle the visuals skillfully?

   Yes ____ No ____

8. Rate the speaker's delivery.

   a. Voice

      ____ Voice was too loud

      ____ Voice was too soft

      ____ Speaker spoke too fast

      ____ Speaker spoke in monotone

      Comments: ______________________________________

      ____

b. Stage presence

1. Was the presenter dressed appropriately?

   Yes ____ No ____

   Comments: ______________________________

   ____

2. Did the presenter exhibit good poise and posture?

   Yes ____ No ____

   Comments: ______________________________

   ____

3. Was the presenter at ease before the audience?

   Yes ____ No ____

   Comments: ______________________________

   ____

4. Was the talk interesting, understandable, convincing, and pleasing? Did it hold the audience's attention?

   Comments: ______________________________

   ____

9. What were the strengths of the talk? __________________

____

____

____

____

____

10. What were the weaknesses of the talk?____________________

____

____

____

____

____

11. Rate the illustrated talk.

Excellent ____ Good ____ Fair ____ Poor ____

12. In what ways could the talk have been improved?__________

____

____

____

____

____

ASSIGNMENT SHEET 10

GIVING PRESENTATIONS

5

Name ________________________________ Score __________

OBJECTIVE 23

Evaluate another student's presentation.

INTRODUCTION

In Objective 11, you studied the factors to consider when listening to and evaluating a speech. The items listed in the information sheet were based on the score sheet used by the judges at public speaking contests. In this Assignment Sheet, you will evaluate another student's speech. Remember that evaluating someone else will also assist you in evaluating your own speeches.

INSTRUCTIONS

Read the entire Assignment Sheet before evaluating the speech. Evaluate another student's speech by following the directions and by filling in the blanks below.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Listening
- Apply active listening skills

Teamwork/Cooperative
- Give/receive feedback

Cognitive Activities
- Collect/record information

1. Record the speaker's name on the blank line below.

   ____

2. Record the title of the speech on the blank line below.

   ____

3. List the main point(s) the speaker made in the introduction to the speech.

   ____

   ____

   ____

4. List the main point(s) the speaker made in the body of the speech.

   ____

   ____

   ____

   ____

5. List the main point(s) the speaker made in the conclusion of the speech.

6. Briefly state the topic of the speech on the lines below.

7. Briefly discuss the speaker's voice quality. (Was the speaker's voice loud enough? Was his or her pitch pleasing? Did he or she articulate clearly and pronounce correctly?)

8. Discuss the speaker's stage presence and personal appearance. (Was the speaker confident, poised, and at ease before the audience?)

9. Briefly discuss the speaker's power of expression. (How fluent was the speaker? Did the speaker convey the thought and meaning intended? Did the speaker seem sincere?)

10. Briefly discuss the speaker's ability to answer questions on the speech.

11. Discuss the general effect of the speech upon the audience.

____

____

____

____

____

____

12. Any additional comments: ______________________

____

____

____

____

____

____

WRITTEN TEST

GIVING PRESENTATIONS

5

Name ______________________ Score __________

OBJECTIVE 1

Match terms associated with writing and evaluating speeches to their correct definitions. Write the correct letters in the blanks.

a. speech
b. communication
c. *Reader's Guide to Periodical Literature*
d. quotation
e. statistics
f. gesture
g. articulate
h. pronounce
i. attitude
j. fluency
k. poise
l. context
m. outline
n. plagiarism

____ 1. Easy, self-assured manner

____ 2. The communication or expression of thoughts in spoken words

____ 3. Position assumed for a specific purpose

____ 4. Facial expression or body motion used to emphasize an idea

____ 5. Statement in which another person's words are cited exactly

____ 6. Two-way process of speaking and listening; exchange of information

____ 7. To talk distinctly

____ 8. To say or speak words correctly

____ 9. Data in the form of facts and figures

____ 10. Quality of being effortlessly smooth and polished

____ 11. Monthly publication that identifies current magazine articles

May be photocopied for student use.

____ 12. Interrelationship of words in a paragraph or sentence that makes clear their exact meanings

____ 13. Logical organization of ideas that forms the framework of any story, essay, or other form of information

____ 14. The act or instance of stealing and passing off the words of someone else as one's own

OBJECTIVE 2

Define components of communication. Write your answers in the blanks below.

1. Speaking ____________________

2. Listening ____________________

3. Message ____________________

May be photocopied for student use.

OBJECTIVE 3

Match types of presentations to their correct descriptions. Write the correct letters in the blanks.

a. demonstration
b. prepared speech
c. oral report
d. illustrated talk
e. panel discussion
f. extemporaneous speech

____ 1. Presentation covering the facts of a speech, report, or written document

____ 2. Presentation in which three or more individuals discuss a topic from different points of view

____ 3. Presentation illustrating the step-by-step procedure for performing a task or assignment

____ 4. Presentation using visual aids and objects to assist in making a point

____ 5. Formal presentation following a logical sequence

____ 6. Speech given on the spur of the moment with little or no prior preparation

OBJECTIVE 4

Select from a list guidelines for preparing a successful speech. Write an "X" in the blank before each correct answer.

____ 1. Choose an idea that is interesting to the audience.

____ 2. Speak quietly, but quickly, to finish on time.

____ 3. Explain any new ideas or terms related to the subject or topic.

____ 4. Phrase the speech clearly for your audience.

____ 5. Use technical terms.

____ 6. Speak in a flat voice to be clearly understood.

____ 7. Make the presentation clear to yourself.

____ 8. Choose information that is at least one year old.

____ 9. Practice giving your speech.

____ 10. Choose an idea that is striking, different, or unusual.

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____ 11. Give your speech without practicing for a "fresh" presentation.

____ 12. Choose information that is current and timely.

____ 13. Know your audience.

OBJECTIVE 5

Arrange in order steps to follow in writing a speech. Write a "1" in the blank before the first step, a "2" in the blank before the second step, and so on.

____ Record key information.

____ Develop an outline.

____ Research available references.

____ Select a familiar subject.

____ Type or print the final copy.

____ Revise the rough draft.

____ Write a rough draft.

OBJECTIVE 6

List resources to use when gathering information for a speech. List eight resources in the spaces provided.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

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6. ______________________________

____

7. ______________________________

____

8. ______________________________

____

OBJECTIVE 7 **State rules for using quotations and statistics in a speech.** Write your answers in the spaces provided.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

OBJECTIVE 8 **Discuss purposes, parts, and types of outlines.** Write your answers in the spaces provided.

Purposes

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

May be photocopied for student use.

Parts

1. Introduction ______________________________

____

____

____

2. Body ______________________________

____

____

____

3. Conclusion ______________________________

____

____

____

Types

1. Topical – ______________________________

____

2. Sentence – ______________________________

____

OBJECTIVE 9

State ways to practice effective delivery. Write your answers in the spaces provided.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

May be photocopied for student use.

OBJECTIVE 10

Select from a list ways to increase the effectiveness of a speech. Write an "X" in the blank before each correct answer.

____ 1. Maintain eye contact.

____ 2. Stand very still.

____ 3. Use gestures.

____ 4. Maintain good posture.

____ 5. Use technical terms.

____ 6. Use voice control.

____ 7. Always use visuals.

____ 8. Speak clearly and slowly.

____ 9. Use visuals if they are appropriate.

____ 10. Speak as quickly as possible.

____ 11. Walk around the room.

____ 12. Practice ways to reduce nervousness.

____ 13. Read your notes while speaking.

____ 14. Chew gum while speaking.

____ 15. Recognize that some fear is normal.

OBJECTIVE 11

List factors to consider when listening to and evaluating a speech. Write your answers in the spaces provided.

Content of speech (List three factors)

1. ______________________________

2. ______________________________

3. ______________________________

May be photocopied for student use.

Composition of speech (List five factors)

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Speaker's voice quality (List three factors)

1. ______________________________

2. ______________________________

3. ______________________________

Speakers's stage presence (List three factors)

1. ______________________________

2. ______________________________

3. ______________________________

Speaker's personal appearance (List two factors)

1. ______________________________

2. ______________________________

Speaker's power of expression (List four factors)

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

May be photocopied for student use.

Speaker's response to questions (List three factors)

1. ______
2. ______
3. ______

General effect of the speech (List four factors)

1. ______
2. ______
3. ______
4. ______

OBJECTIVE 12

List organizations to which you might give a speech. List ten organizations in the spaces provided.

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______

OBJECTIVE 13

List guidelines for presenting welcoming addresses, introductions, and awards. Write your answers in the spaces provided.

Welcoming addresses

1. ______

______

May be photocopied for student use

2. ______________________________

____

3. ______________________________

____

4. ______________________________

Introductions

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

6. ______________________________

____

7. ______________________________

____

8. ______________________________

____

May be photocopied for student use

Awards

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

6. ______________________________

____

7. ______________________________

____

OBJECTIVES 14-23

Evaluated on Assignment Sheets 1-10.

May be photocopied for student use.

ASSIGNMENT SHEETS

OBJECTIVES 14-23

Assignment Sheets 1-10

Evaluated to the satisfaction of the instructor.

WRITTEN TEST

OBJECTIVE 1

1. k
2. a
3. i
4. f
5. d
6. b
7. g
8. h
9. e
10. j
11. c
12. l
13. m
14. n

OBJECTIVE 2

1. Speaking —using verbal and nonverbal expression to transmit a message to a receiver for a particular purpose
2. Listening – receiving, processing, and evaluating verbal and nonverbal messages expressed by a sender for a particular purpose
3. Message — information, thoughts, and feelings conveyed by speaker to inform, persuade, or integrate listener

OBJECTIVE 3

1. c
2. e
3. a
4. d
5. b
6. f

OBJECTIVE 4

1, 3, 4, 7, 9, 10, 12, 13

OBJECTIVE 5

3, 4, 2, 1, 7, 6, 5

OBJECTIVE 6

Answer should include eight of the following:

- Check your personal books for information.
- Review back issues of trade and business magazines.
- Check school and public libraries.
- Use the *Reader's Guide to Periodical Literature* to locate magazine articles.
- Write to associations.
- Interview a resource person.
- Contact appropriate federal, state, or county government agencies.
- Check educational facilities and their publications.
- Check newspapers.

OBJECTIVE 7

Answer should include the following:

- Use them only when they are needed to make a point.
- Make sure the source and date of information are accurate.
- Keep the true meaning of the quotations and statistics.

OBJECTIVE 8

Answer should include the following:

Purposes

- To help you recognize strengths and weaknesses in the speech
- To help you organize and develop your ideas
- To help you save time when writing a speech
- To help you keep your speech relevant

Parts

☐ **introduction** — the beginning of your speech. It should attract and motivate your audience. The introduction to a speech should get the audience's attention, state the purpose, relate the importance of the topic to the audience, and preview the main points to be covered.

☐ **body** — the central theme of the speech. It carries the main idea to your audience. The body of a speech carries the speaker's message. It consists of the main points, subdivisions, and supporting details. Its main objective is to develop fully the theme of your presentation.

☐ **conclusion** — the end of your speech. It reviews or summarizes the main points of your speech or asks for action. The end of a speech is just as important as the beginning and must be accorded its proper allotment of preparation. Your conclusion must do two things: 1) give your audience a feeling of completeness or satisfaction in terms of your having done what you set out to do, and 2) center attention on the whole idea of your speech rather than on any part of it. In short, it must drive home the central message of your speech.

Types

1. Topical – outline style using key words or phrases to express the order of the thoughts to be presented in a speech
2. Sentence – outline style using complete sentences to express the order of the thoughts to be presented in a speech

OBJECTIVE 9

Answer should include the following:

1. Practice your speech in front of a mirror.
2. Use a tape or video recorder for evaluating your delivery.
3. Practice giving your speech in front of another person.
4. Ask a professional to critique your presentation.

OBJECTIVE 10

1, 3, 4, 6, 8, 9, 12, 15

OBJECTIVE 11

Content of speech

Answer should include any three of the following:

- Important and appropriate subject
- Suitable material
- Accurate statements
- Clear purpose

Composition of speech

Answer should include any five of the following:

- Organized content
- Appropriate language
- Unified thought
- Proper sentence structure
- Logical development
- Accomplished purpose

Speaker's voice quality

Answer should include any three of the following:

- Proper pitch
- Proper articulation
- Proper volume
- Proper pronunciation

Speaker's stage presence

Answer should include any three of the following:

- Appropriate attitude
- Good poise and body posture

- Ease before audience
- Appropriate personality

Speaker's personal appearance

Answer should include the following:

- Neat appearance
- Appropriate dress

Speaker's power of expression

Answer should include any four of the following:

- Fluent
- Direct
- Proper emphasis
- Communicated message
- Sincere

Speaker's response to questions reflects

Answer should include the following:

- Originality
- Familiarity with the subject
- Ability to think quickly

General effect of the speech

Answer should include any four of the following:

- Interesting
- Understandable
- Convincing
- Pleasing
- Captivating

OBJECTIVE 12

Answer should include any ten of the following:

- Optimist Club
- Lions Club
- Kiwanis Club
- Chamber of Commerce
- Jaycees
- Licensed Practical Nurses Association
- Sales and Marketing Associations
- Vocational Associations
- League of Women Voters
- State Education Association
- Rotary Club
- Toastmasters
- Secondary School Principals
- State Board of Education
- Local School Board
- Chief School Officers
- Parent Teacher Association
- American Legion
- Century Club
- Veterans of Foreign Wars
- Labor Unions (AFL-CIO, UAW, IGW, etc.)
- Medical Society
- Youth Organizations (School, Vocational, Special Programs, Boy Scouts, etc.)
- Better Business Bureau
- Agency to Reduce Crime
- Women's Clubs
- Mason's Lodge
- Knights of Columbus
- Retail Merchants' Association
- Public School Assemblies
- City Council Meetings
- House of Representatives and/or Senate
- Local Business or Industry Board Meetings

OBJECTIVE 13

Answer should include the following:

Welcoming addresses

- State the purpose of the meeting.
- State your appreciation for the audience's attendance.
- Be brief.

Introductions

- Give brief background information about the speaker.
- State the title of the presentation (if possible).
- State the speaker's name last.
- Keep the introduction under 1½ minutes.
- Lead the applause.
- Remain at the podium until the speaker arrives at podium.
- Go behind the speaker to your seat, not in front of the speaker.

Awards

- Explain the importance of the award.
- Introduce the recipient.
- Describe the recipient's accomplishments.
- Shake the recipient's *right* hand while handing the award with your left hand.
- Encourage the recipient to face the audience.
- Lead the applause.

OBJECTIVES 14-23

Evaluated on Assignment Sheets 1-10.

OBJECTIVE SHEET

DEVELOPING TECHNIQUES FOR LEARNING

6

INTRODUCTION

Learning can be an enjoyable, pleasurable experience if you know and use techniques that can make learning easier. By developing proper learning skills, you will enhance your ability to learn. This unit will help you develop techniques for learning and for taking tests. These techniques can be used in your marketing class and in all other subject areas as well.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with learning skills to their correct definitions.
2. State techniques for classroom learning.
3. Match techniques for remembering to their correct definitions.
4. State techniques for taking notes in class.
5. Arrange in order steps for using a reading system.
6. Select from a list techniques for developing successful study habits.
7. Complete statements about techniques for preparing for tests.
8. Select from a list techniques for preparing for a test.
9. State techniques for taking a test.
10. Select techniques for answering different types of questions.
11. Describe techniques for taking an essay test.
12. Take notes in class. (Assignment Sheet 1)
13. Complete a reading assignment using a reading system. (Assignment Sheet 2)
14. Use techniques for remembering. (Assignment Sheet 3)
15. Analyze your techniques for preparing and taking a test. (Assignment Sheet 4)

SUGGESTED ACTIVITIES

DEVELOPING TECHNIQUES FOR LEARNING

6

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Discuss Information and Assignment Sheets.
- Invite guest speakers.

  ☑ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheets, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

- Remind students that their "job" right now is to study and learn. As with any job, mastering the skills and techniques of learning – or "tricks of the trade" – will help them work faster and easier and do a better job.
- Emphasize that whatever the students' abilities are today, these learning skills can improve their performance and can help them to learn more in less time. Remind students that all of them can "learn to learn" just as they are learning the theory and skills in your subject area.
- Share with students your own experience in developing learning skills when you were in school.

- Emphasize that improvement will be a long-range effort. As they learn and apply new techniques, students will see a steady improvement in their confidence and in test scores.

- Stress that poor performance on a test does not necessarily imply ignorance. Point out that history is full of examples of successful people who failed tests in their fields: Einstein flunked math, famous economist John Manard Keynes failed university economics, and one of Harry Truman's teachers described him as "slow." If you can recall experiences in which you misread the instructions or discovered successful (and/or unsuccessful) approaches toward test taking, share these with your students.

- Have students discuss their own techniques for studying. Try to uncover problem areas. Students might be surprised to learn they share similar fears and difficulties.

DELIVERY

Objective 1: Match terms associated with learning skills to their correct definitions.

- Discuss terms associated with learning.

- Stress to students the difference between learning and remembering.

- Provide an example of key ideas from material you have covered previously.

- Ask students to provide examples of associations they have used to help them remember.

Objective 2: State techniques for classroom learning.

- Discuss techniques for effective classroom learning.

- Discuss characteristics of a "good" student and a "poor" one.

- Describe how your former successful and unsuccessful students have approached classroom learning.

- Ask students to list their own strengths or weaknesses as a student, either in discussion or written exercise. Ask them to look for and list ways they can correct their weaknesses.

Objective 3: Match techniques for remembering to their correct definitions.

- Present techniques for remembering.
- Point out that students already use these techniques in their everyday activities to remember phone and social security numbers, names, and facts.
- Share with students some of the devices you have used to learn and remember.
- Use Transparency Master 1 to demonstrate making a diagram. Point out time-based groupings, use of own words, visualization, counting, and acronyms.

Objective 4: State techniques for taking notes in class.

- Combine the theory of notetaking with actual practice in taking notes.
- Ask students what problems they have taking notes and discuss ways to solve those problems.
- Demonstrate different organizational patterns using information from your subject area.
- Give students a self-check "test" on a lecture later in the week to prove that taking notes helps retention.

Objective 5: Arrange in order steps for using a reading system.

- Introduce systematic reading.
- Point out to students that a reading system will enable them to learn and remember more and spend less time reading than the way they are reading now without a system.
- Ask students what "systems" they have learned or invented in other activities to make better use of their time and energy, i.e., morning rituals and washing dishes.

Objective 6: Select from a list techniques for developing successful study habits.

- Emphasize the importance of developing good study habits.

- Present techniques and stimulate discussion about study habits.

- Have students make a schedule or daily plan with specific times reserved for study. Remind them to allow time for relaxation.

- Have students discuss what supplies and materials they need for studying. Write the list on the board so students can note additional "tools" that they could use.

- Suggest that they review their "notes" from the lecture on learning skills.

Objective 7: Complete statements about techniques for preparing for tests.

- Discuss techniques for preparing for tests.

- Present your students with the learning objectives you used for the last test in this course. If you have not developed specific objectives, discuss specifically what you were testing for on the last test.

- Share with your students some of the experiences you had learning how your teachers stressed important information. Ask students how they know when *you* stress important information in a lecture and elicit examples of other instructors' methods. This is an enjoyable exercise for everyone.

- Stress that studying many hours is not so important as getting the most out of their study time. The three-hour block is the maximum limit for effective study periods. Fifty-minute sessions interrupted by 10- to 15-minutes rest and recreation breaks are optimum scheduling. "Rest and recreation" imply physical activity such as playing with pets or taking a bike ride to exercise tired muscles and relax the mind.

- Return the last test you gave or ask students to bring in the test and go over the techniques in this section.

Objective 8: Select from a list techniques for preparing for a test.

- Discuss techniques for preparing for a test.
- Use Transparency Master 2 to stimulate interest. Compare the rut of using old, limiting habits with the potential of using proven, healthy techniques to gain confidence, skill, and better grades. Draw the analogy of a tennis player who has good shoes and a top-quality racquet (study techniques), coaching on the various swings (techniques for answering different types of questions), good health habits, and plenty of energy for the match – and practice!
- Stress that cramming is a "failure technique." Draw the picture of a person frantically and pathetically stuffing himself with food before he goes on a trip where food will be scarce. Crammers get to the test nervous, exhausted, and in command of only a portion of the material they learned hours before. Their knowledge is semi-memorized and confused. Compare this with an athlete's training: consistent review and organized; concentrated studying at a reasonable pace; then arriving at the test arena confident and ready to play the game.
- Discuss the value of repeated review and its effect on long-term memory.
- Point out that relaxation before stress is useful in increasing concentration and clarity in thinking. Some stress-control experts recommend that students study far enough in advance that they can–and should–go to a movie the night before the test.
- Have students discuss their own techniques for preparing to succeed. Share yours with them.

Objective 9: State techniques for taking a test.

- Present techniques for taking a test.
- Look for instances in the last test where students can apply these specific techniques.

- Stress that students must have reasonable expectations. The techniques can help students who make Cs to make Bs; they cannot help students who make Ds to make As. All students who practice these techniques will find that taking tests is easier and that they will make fewer mistakes.

Objective 10: Select techniques for answering different types of questions.

- Present techniques for answering different types of test questions.

- Suggest that these techniques are "inside information" or "tricks of the trade" that can help them avoid mistakes and actually earn better scores.

- Stress the preparation and study sections for each type of question. Introduce sample questions from your subject area and let students provide examples of specific study techniques.

- Divide your students into five groups. Let each group make up a test (and provide answers) over a section of the course content using different types of questions. For example, have group one write multiple choice questions on the first half of this week's reading; group two write true-false questions; group three write matching questions on skill-achievement objective, etc. Allow "trick questions." Have the whole class take the test, using the techniques suggested in this section. Discuss how the techniques worked and which seemed most valuable to your students. Ask students to compare using these techniques with the way they usually approach a test.

Objective 11: Describe techniques for taking an essay test.

- Help students develop skills in taking essay tests.

- Develop a broad essay question in your subject area. In class discussion, identify main points and supporting material and outline an acceptable answer. Then, select a different point of view, identify main points and support, and write an acceptable outline. Stress that both answers would be correct. Let students write practice essays following one of the outlines. Assist with the critiques.

- Assign a television news program (such as 20/20 or 60 Minutes) for all your students to watch and outline. Make a videotape of the program to replay in class. Go over the main points and the outlines. Develop an essay question over the program and let students practice writing outline answers to the question. Read some answers aloud for the class to analyze and critique.

Objective 12: Take notes in class.
Objective 13: Complete a reading assignment using a reading system.
Objective 14: Use techniques for remembering.
Objective 15: Analyze your techniques for preparing and taking a test.
Objective 16: Chart your test-taking track record.

- Have students complete Assignment Sheets 1-5.

EVALUATION

Pretest

- Use the unit Written Test for **both** the pretest and posttest. Give the students the pretest before they begin the unit.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

Assignment Sheet

- Evaluate students on Assignment Sheet activities if not previously done. Students must repeat an Assignment Sheet until they have mastered the activity.

Posttest

- After they have completed the unit, give students the Written Test again.

- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the Optional Resources section.

- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Complete the appropriate sections of competency profiles.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

UNIT REFERENCES

- Colligan, Louise and Doug. *Scholastic's A+ Guide to Good Grades*. New York: Scholastic Inc., 1979.

- Kesselman-Turkel, Judi and Franklynn Peterson. *Study Smarts: How to Learn More in Less Time*. Chicago: Contemporary Books, Inc., 1981.

  ☑ **NOTE:** This short, easy-to-read booklet is an excellent resource for students who can use additional learning techniques and encouragement.

- Preston, Ralph C. and Morton Botel. *How to Study*. Chicago: SRA, Science Research Associates, Inc., 1974.

  ☑ **NOTE:** This book includes workbook-type exercises for students to evaluate present performance, set goals, improve skills, and test their progress.

- Staton, Thomas F. *How to Study*, 5th ed. Montgomery, AL: How to Study, P.O. Box 6133, Montgomery, AL 36106, 1968.

OPTIONAL RESOURCES

- *Measuring Learning and Competency Gains: The* Pretest/ *Posttest Approach*. Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

INFORMATION SHEET — *DEVELOPING TECHNIQUES FOR LEARNING* — 6

OBJECTIVE 1

Match terms associated with learning skills to their correct definitions.

- **key ideas** – main points or important information taken from reading or lecture
- **learning** – gaining knowledge, understanding, or skill by study, instruction, or experience
- **mnemonic device** – a memory aid

  ☑ **NOTE:** Pronounced nee-**mon**-ik

  EXAMPLE: "The colors that make up white light are red, orange, yellow, green, blue, indigo, and violet."

  A mnemonic device for the colors can be made by taking the first letter of each word in order: **ROY G. BIV**
- **remembering** – putting facts and ideas into long-term storage in the memory and being able to recall them on demand
- **survey** – to examine in a general way; to get an overview
- **technique** – method or procedure used to develop a skill

OBJECTIVE 2

State techniques for classroom learning.

Several techniques can help improve learning. These techniques include the following.

- Develop a positive, "can-do" attitude.

  ☑ **NOTE:** If you take an active, aggressive interest in *learning*, if you treat it as your current job, you will succeed. Like any other job, studying can be interesting and challenging if you approach it with enthusiasm.
- Attend all classes.

- Be on time.

  ☑ **NOTE:** It's a good idea to arrive early and stay late to preview, ask questions, talk with other students, and listen to others' questions and discussions with the teacher.

- Sit where you can see and hear and can be seen and heard.

- Read and complete assignments.

- Preview the day's assignment before class.

  ☑ **NOTE:** Ten minutes of preview time saves up to an hour of review time.

- Come to class prepared to discuss and ask questions.

- Take careful, readable notes.

  ☑ **NOTE:** See Objective 4, State Techniques for Taking Notes in Class, for more information.

- Listen with your full attention.

  ☑ **NOTE:** Leave personal problems outside the door. Listening is one of the most important parts of your job as a learner.

- Ask questions when you don't understand.

  ☑ **NOTE:** Don't be shy or afraid to ask! If you don't understand the answer you get, ask the question another way and keep trying until you find out what you want to know.

- Review information as soon as possible after class.

- Get to know other serious students.

  ☑ **NOTE:** Exchange phone numbers with at least one good student in each of your classes.

OBJECTIVE 3

Match techniques for remembering to their correct definitions.

Five basic techniques for remembering include:

- **associate** – connect new information to something you already know

  ☑ **NOTE:** Association is the most effective memory tool because it is built on your own experience.

  EXAMPLE: "Stalactites are icicle-shaped deposits of carbonate of lime hanging from the roof of a cave. Stalagmites are cone-shaped deposits of carbonate of lime extending vertically from the floor of a cave."

  1. Associate "carbonate of lime" with a bottle of carbonated lime drink or with lime-green carbon paper.
  2. Associate letters in the words with the location of the formation: Stalactites hang from the ceiling and a "c" is in stalactite and in ceiling; a "g" is in stalagmite and in ground.
  3. Remember that stalactites "hang tight" to the ceiling.

- **count** – learn the number of items involved

  ☑ **NOTE:** If you learn that there are *five* techniques for remembering and you can recall only *four*, then you know one is missing.

- **sound out** – make an image with sound

  EXAMPLES:

  1. Rhyme – In fourteen hundred ninety-two, Columbus sailed the ocean blue
  2. Rhythm – Miss-iss-ippi
  3. Rhythm and rhyme – Associate to make it mine; Sound out a clever rhyme; Count to get the right amount
  4. Use key words in a nonsense sentence you can remember – *Count* Dracula *associates* only with ladies he can *sound out* in three bites.

- **shorten** – take parts of the material, such as key words or the first letters of the items in a list, and arrange them into your own pattern or mnemonic device

  ☑ **NOTE:** The mind, eye, and muscles remember shorter items better than longer items.

  EXAMPLES:

  1. Count sounds, associate five short words

  2. Take the first letter of each word and make it into a new word that you can remember (called an "acronym" [**ak**-ro-nim]).

     SCAVS: Sound out, **C**ount, **A**ssociate, **V**isualize, **S**horten

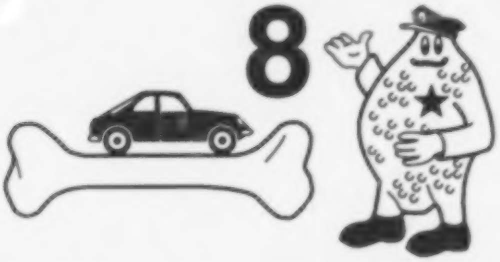
- **visualize** – make a mental picture

  ☑ **NOTE:** The picture may or may not be logical. Some memory specialists suggest that the more far-fetched a picture is, the more likely you are to remember it.

  EXAMPLES:

  1. Visualize a stalactite as a pair of tights hanging from the roof and "see" a stalagmite as rising up from the floor and covered with little bugs (mites).

  2. Visualize "carbonate of lime" – a car driving over a bone with an "8" and a lime dressed as a traffic cop.

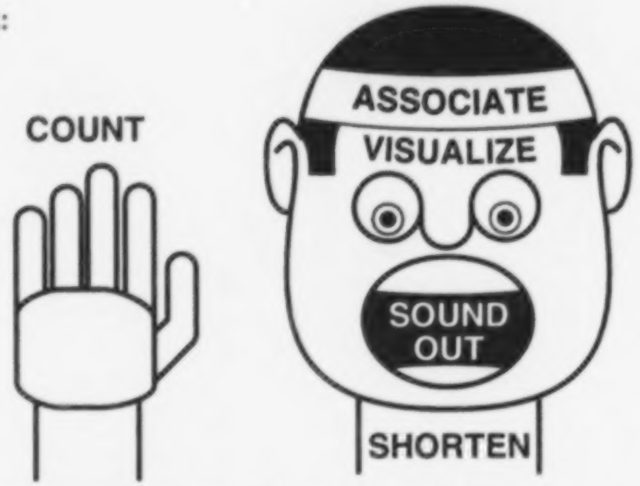


  3. Visualize a piece of coal (carbon) eating a lime.

4. Place or locate information in a picture that you can remember (this is called "loci [**lo**-si]) strategy." The example below uses the techniques for remembering:

ASSOCIATE
VISUALIZE **SOUND OUT**
COUNT **SHORTEN**

OR:



OBJECTIVE 4

State techniques for taking notes in class.

Notes on class lectures help you remember and help you understand. The very act of taking the notes means you are actively involved in the learning process.

- Be ready with your paper and pen before the class starts.
- Use looseleaf paper and write on only one side.

  ☑ **NOTE:** This may seem wasteful, but it will allow you to arrange your notes in an order that makes more sense to you later. Some experts recommend that you write in a column half the width of the paper so you can add notes and comments from your reading or personal experiences.

- Write down key ideas only.

  ☑ **NOTE:** Your purpose is to understand the main ideas. Spend your notetaking time wisely. Keep notes brief. Your teacher will usually provide several examples to demonstrate a major point, but a single example should jog your memory.

- Listen and watch for behavior that "signals" key ideas.

  EXAMPLES:

  1. "Body language" that points up the important information:
     - pointing a finger or making a fist
     - moving forward, leaning forward, or standing up straighter
     - large gestures
     - changes in the tone of voice
     - pauses
  2. "Warning words" that come before important information:
     - "first....second....third"
     - "the basic idea is..."
     - "something you want to remember..."
     - "the reason it works this way is..."
     - "note that...

- Pay close attention to opening and closing remarks.

  EXAMPLES:

"The purpose of today's lecture is..."	"In conclusion..."
"Today we are going to cover..."	"To review..."
"Yesterday we talked about..."	"Going back over..."

- Write down any idea that the teacher repeats.
- Copy diagrams, charts, and graphs from the board.
- Develop a shorthand form of writing that works for you.

  ☑ **NOTE:** Restate the idea in your own words when you can.

EXAMPLES:

1. Dvlp a shrthnd tht wrks 4 u
2. "The better your notetaking, the more you increase your learning."

   ↑ note tking ↑ lrning

3. "By 1990, 250,000 new jobs will be available in industrial electronics."

   1990 → 1/4 mill jbs avail – indus electrncs

- Organize your notes in a pattern that makes sense to you.

☞ **NOTE:** Organizing notes gives you an overview of the information and reinforces your understanding and remembering.

EXAMPLES:

Outline form
According to the history of the subject
Spatial or geographic form – by location
Alphabetical order
In series – first, second, third stages
In categories – all information related to a subject or process

OBJECTIVE 5

Arrange in order steps for using a reading system.

Several good systems can help you cut reading time while you increase your understanding. They all include the same basic steps: PQRST – preview, question, read, state, test; SQ3R – survey, question, read, recite, review; and OK4R – overview, key ideas, read, rite, relate, review. Any system *will* work if you stay with it. You will get better with practice.

- **Survey the whole chapter or unit** – Read the title, the section headings, everything in **bold print** and *italics*, and look at lists, pictures, graphs, and tables. Important ideas may be marked with bullets (•), arrows, stars, or different colored ink. Read the questions at the end of the chapter. When you are finished, you will have a good overview of the chapter.

- **Read quickly until you are full of information, then stop** – You may read the entire assignment or just one page or maybe even one paragraph. As you read, underline major ideas and answers to the questions at the end of the chapter. If you don't understand something, look it up or ask. When you feel "full of information" STOP and go on to the next step.

- **Write down the key ideas immediately** – Put down the book and for the first minute – 60 seconds – after you stop reading, write down the major points in a few words or sentences. The act of writing from your own thought fixes the information in your mind better than if you had copied it. Take another few minutes to survey again, making sure you got all the key ideas and got them right.

- **Say the key ideas or key words out loud** – Use your own words. Saying the ideas and hearing yourself help you form associations. This step tells you that you can go on to new material or that you should re-read the section.

- **Record it in your mind** – Put the information on your mental "tape machine" by connecting it with something you already know. Draw, diagram, make mnemonic devices, or use other techniques for remembering; find a logical system for relating the ideas.

- **Review later, on a regular schedule** – The actual amount of review you need depends on the type of material and on your own learning rate. The more memorization a course requires, the more time you will spend in reviewing. According to experts on learning, most people will benefit from this schedule:

    - ☐ 1st review: 5-10 minutes after learning
    - ☐ 2nd: later the same day
    - ☐ 3rd: a week later
    - ☐ 4th: a month later
    - ☐ 5th: Just before the exam

- **Discuss with others** – Going over the material with other students is an excellent way to review because you are reading, listening, and talking about the subject. Also, you will be sure your information is complete and correct.

OBJECTIVE 6

Select from a list techniques for developing successful study habits.

- Schedule a regular, uninterrupted time for studying.
- Work in a quiet, well-lit, well-ventilated area.

  ☑ **NOTE:** Study in the same place at the same times. You will train your mind to concentrate as soon as you enter the study area.

- Have on hand all the tools you need to work effectively.

  EXAMPLES: Paper, pencils, rulers, dictionary, calculator

- Focus your attention on your work.

  ☑ **NOTE:** Leave personal problems outside your study area; work in silence rather than with music or TV; close your mind and ears to outside noises.

- Stop studying when you get tired or begin making mistakes.
- Study for short periods and take breaks.

  ☑ **NOTE:** You will learn more in four one-hour sessions spread over four days than in a single six-hour session. Fifty minutes is the most time that an average person can study effectively.

- Get or make a course outline and always look for the overall view of the material.

  ☑ **NOTE:** You will know where you are, where you are going, and what's expected of you. Your work will be much easier.

OBJECTIVE 7

Complete statements about techniques for preparing for tests.

- Find out what material will be covered on the test.

  EXAMPLE: Ask your instructor for the learning objectives for this section of the course.

  A *learning objective* is a statement of information to be mastered or a skill to be achieved. For example:

  The student will be able to label the parts of a sewing machine (or gasoline engine, typewriter, lathe, computer, oxyacetylene torch, sphygmomanometer, etc.)

- Find out what types of questions will be on the test.

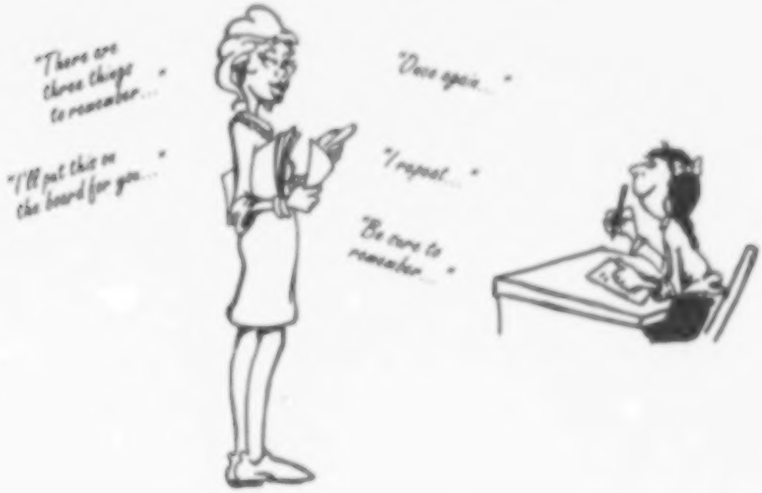
  ☞ **NOTE:** The first page of this unit lists specific objectives to develop techniques for taking tests. Notice that the first word of each objective tells you the type of questions you will have to answer and is a helpful study hint.

  EXAMPLES: Multiple choice, true-false, completion, matching, short answer, essay, or a combination of these

- Take good notes on reading assignments and class discussion.

- Listen and watch for clues from the instructor about the material to be covered.

  EXAMPLES:


"There are three things to remember..."
"I'll put this on the board for you..."
"Once again..."
"I repeat..."
"Be sure to remember..."

  ☐ "This is very important..."
  "Be sure to remember that ..."

  ☐ Watch for gestures and changes in posture or voice that signal important information.

  ☐ Underline in your notes and book anything your instructor repeats.

  ☐ Include what is written on the board or on transparencies in your notes.

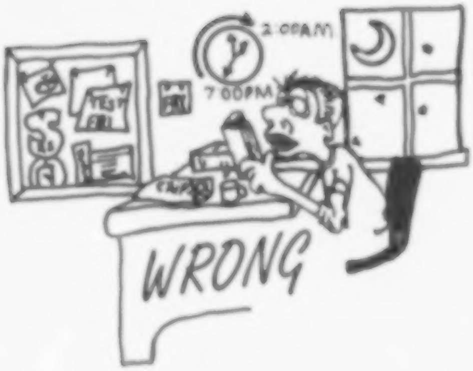
- Set up and use a study schedule starting three to six days before the test.

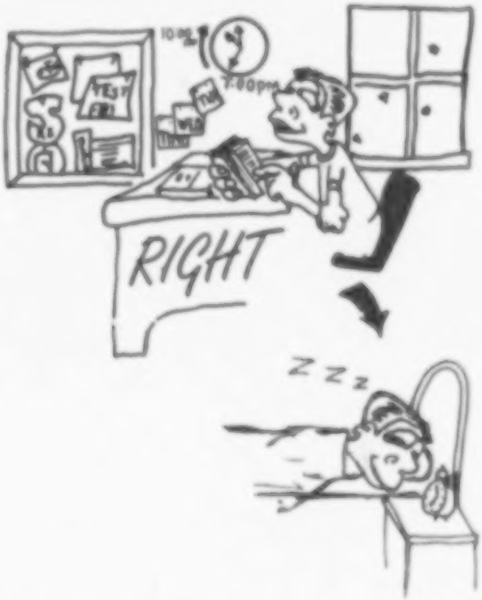
  ☑ **NOTE:** You will learn and remember more with repeated reviews over several days than in one or two long, intense study periods.

- Increase your study sessions by three-hour blocks.

  ☑ **NOTE:** Research on study habits shows that we can study most effectively for periods of no more than 50 minutes and that the ability to learn and remember drops off after three hours. The optimum schedule is to study in blocks of *no more* than three hours at a time.

  EXAMPLE: If three hours of study time was not enough for the last test, try studying six hours. If six hours are not enough, study nine hours the next time and so on.





OBJECTIVE 8 **Select from a list techniques for preparing for a test.**

- **Avoid cramming.** Cramming is hazardous to your health and your grades. Research shows that by test time, you will retain only about 20% of the information you learned by cramming and you will be tired and more apt to make mistakes.

- **Review and pre-test yourself with your notes**. Go over your notes and scan*; don't reread the book.* Organize the information in a way that makes sense to you. Then read your notes five times out loud. Write down key ideas or facts to be memorized. Choose items you think will be on the test to make up your own test; then take it. This practice will help you learn and remember and will give you confidence when you sit down for the real test.

- **Get a good night's sleep**. You will perform much better if you are rested and alert.

- **Get your body ready with exercise**. Get your circulation going, especially get blood to your brain.

  EXAMPLE: When you get up in the morning, jog in place for five minutes, take a short walk, practice yoga, or do pushups.

- **Get your body ready with the proper food**. Eat a balanced meal and avoid donuts and other sugary foods that interfere with your ability to concentrate. Drink less coffee on test days; it increases your nervousness and decreases your ability to think clearly.

- **Scan your notes lightly before the test.**
- **Prepare yourself to succeed.**

  EXAMPLES: Get rid of unwanted tension. Do what works best for *you*; sit calmly and quietly and take deep breaths, jog or jump, take a 10-minute nap.

  Drink a glass of water right before the test to rush blood to your head and help you think clearly.

- **Stay off of drugs**. Talk to people who are and were successful in school. Ask them to tell you about taking tests with and without drugs. The very fact that drugs make you *feel* differently tells you that they also make your *mind work differently*. Even drugs that make you "feel good" will slow down or block your thinking so that while you may "feel good" about your answers, the answers are often wrong.

OBJECTIVE 9

State techniques for taking a test.

There are many techniques you can use to help you do your best on tests. These techniques include the following:

- Arrive early or on time with everything you need.

  EXAMPLE: Pens or good, soft-lead pencils (sharpened), good erasers, scratch paper, calculator, tissues, glass of water

- Listen carefully to all instructions and comments from your instructor.

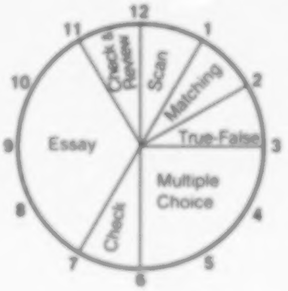
- Ask questions when you don't understand. Go to the instructor during the test if you have a question.

- Scan the entire test.

  ☑ **NOTE:** Read all the instructions to get a sense of what you are required to do. Notice the different types of questions and make a quick estimate of how much time you need for each section of the test.

- Schedule your time.

  ☑ **NOTE:** Pay attention to the test. How long is the test? How many parts? Which parts are easy and will go quickly? Which parts are hard and will require more time? Look at the value of the questions and plan to give more time to those that will give you the most points. Be sure to leave time to check your answers.



- Read all instructions and questions carefully, several times.

  ☑ **NOTE:** Most mistakes come from reading the questions wrong, especially on multiple-choice and true-false tests. Experts recommend reading instructions and questions three times and underlining important words.

- Watch for clue words.

  ☑ **NOTE:** To make sure you answer exactly what the question asks, underline the clue words and any other key ideas *before* you consider the answer.

EXAMPLES:

good
better
best
bad
worse
worst

always
often
usually
sometimes
seldom
rarely
never

most
more
equal
less
fewer
least

all
every
most
many
few
none

not
except

- Answer easy questions first.

- Mark questions that you don't know, skip them, and come back to them later.

- Guess only when there is no penalty for wrong answers.

  ☑ **NOTE:** When the test is scored by the number of correct answers, it is generally safe to guess, especially on true-false questions. If the test is scored by subtracting the number of wrong answers from the right answers, leave the questions blank.

- Review the entire test and check your answers.

  ☑ **NOTE:** Don't change any unless you have a *good reason.*

- Use all the time allowed.

  ☑ **NOTE:** Even if you finish before the test period is over, take the full amount of time to check your answers and look over the whole test. The people who turn in their papers first usually make an A+ or an F. Take your time. Be proud to be the last person to turn in your paper.

OBJECTIVE 10

Select techniques for answering different types of questions.

☑ **NOTE:** For all types of questions: (1) read the instructions *three times*, (2) underline important words, (3) scan the entire section, and (4) answer easy questions first.

Type of question	Preparation and study	Test procedures	Tips for success
MULTIPLE CHOICE Columbus discovered America in A. 1342 B. 1492 C. 1249	Study facts, dates, and definitions. Compare similar important ideas, noting similarities and differences.	Try to figure out the correct answers before reading the choices. Eliminate wrong answers.	Clue words include *best, most, least, correct, incorrect*, and similar words. Underline these.
TRUE-FALSE T F Columbus discovered America in 1249.	Memorize facts, dates rules, and important statements. Review often.	Read carefully. Work quickly; answer questions you know immediately. Guess if there is no penalty for wrong answers.	If any part of the statement is false, the whole statement is false. Usually more statements are true than are false. Watch for the clue words such as *all, none, only, always, never, generally, probably, seldom*.
MATCHING ___A + 1. minus ___B x 2. plus ___C − 3. divide ___D + 4. times	Practice connecting words, facts, and phrases. Write a column of important terms; then write the words associated with the terms.	Scan both columns quickly. Work down the column having the longest phrases (these contain more clues) first. Work on the easiest items first; cross out items as you use them (unless some answers are used more than once). Count the numbers and letters when you are finished to make sure you haven't omitted any or used the same one twice.	The most common connections are: Names with achievements or actions Laws or rules with dates, founders, or functions Locations with important events
FILL-IN OR COMPLETION Columbus discovered America in ________	Review and memorize facts. List major ideas and write down key words or facts associated with them.	On difficult questions, list as many words as you can think of that *might* complete the statement. Use the margin or back of the page. Try each answer, then use the one that looks most familiar.	"An" before a blank means the missing word begins with a vowel. Look for plurals; look for verb clues such as *are* or *is*, *have* or *has*. Notice the length of the blank.
SHORT ANSWER Who discovered America and in what year?	Memorize names, places, dates, facts, rules, and important statements. Study lecture notes for key ideas from the instructor.	Move quickly through the test. Use correct terms for the subject area. Complete sentences are usually not necessary.	Write what you know and move to the next question. You may be able to get partial credit for what you do know. For example, if you can't remember 1492, use "the late 1400's" or "the 1490's."

OBJECTIVE 11

Describe techniques for taking an essay test.

Essay questions ask you to organize the information and, often, to present your own ideas about the material. A "right" answer depends on clear, well-written statements supported by facts and examples. Pay attention to your instructor's theories and opinions and include these in your answer when possible.

- **Study to get an overview of the material.**

  ☑ **NOTE:** Study underlined sections in your notes and text, review headings and subheadings. List main ideas and supporting examples as you study.

- **Read directions carefully and underline clue words.**

EXAMPLES:

Compare	Discuss similarities and differences.
Contrast	Discuss differences.
Interpret	Discuss your ideas about the subject and support them with reasoning and examples from your text and notes.
Define	State the major characteristics or qualities using the correct terms for the subject area.
Describe	State characteristics, qualities, or procedures.
Evaluate	Present the pros and cons.
Discuss	Select your own point of view (compare, interpret, evaluate, etc.); present main ideas and connect them together; use examples.
Justify	Back up the idea or statement with reasoning, facts, and examples.
Summarize	State all major points.
Prove	Show that a statement or an idea is true and its opposite is false; support with facts, examples, and reasoning.
Criticize	Discuss the strengths and weaknesses of the subject.
Explain	State the procedures; show how main points or events combine to make up the whole idea.

- **Budget your time.**

EXAMPLES:

if the answer requires	*allow*	*use*
20-30 words	2-5 minutes	main points only
50-75 words	10-15 minutes	1 support for each main point
199-150 words	20-30 minutes	2 supports for each main point
300-500 words	45-60 minutes	3 supports for each main point

- **Outline your answer, including examples, on a separate piece of paper.**

EXAMPLE: Jane Auel used Iza the clan healer and Creb the Mog-ur (witch doctor) as the main characters to **contrast** with Ayla the human in *The Clan of the Cave Bear*. **Discuss.**

- ☐ Ayla was an outsider to the clan
    - represented the coming of the new
    - needed to be accepted
    - needed to learn the skills to survive
- ☐ Iza was the physical doctor
    - had secret knowledge of healing
    - could teach Ayla about herbs and healing plants to make her valuable to the clan
    - was granted special privileges in the clan so Ayla could do things other women were not allowed to do
        - allowed to live without a husband
        - had influence with Creb
- ☐ Creb was the spiritual doctor
    - had secret knowledge of the spirit world
    - could teach Ayla the values of the clan
    - was granted special privileges in the clan so he could give Ayla special privileges and protect her from the others

- **Write a clear opening statement of your main idea.**

☞ **NOTE:** Spend some time on your opening statement and get it as clear and well written as you can.

EXAMPLE: By contrasting the human Ayla with the primitive clan members Iza and Creb, Jane Auel insured that Ayla received the physical and spiritual knowledge she would need to survive in the clan and in the wilderness.

- **Provide enough support to demonstrate the idea fully.**

  EXAMPLE: Facts, names, dates, examples, reasoning

- **Connect ideas together.**

  ☑ **NOTE:** Be sure to connect ideas according to the purpose of the question, i.e. discuss, contrast, compare, explain.

  EXAMPLE: As Iza was the guardian of the body, Creb was guardian of the spirit.

  ☐ Use phrases such as:

    - ▸ *In contrast, On the other hand*
    - ▸ *Similarly, In much the same way*
    - ▸ *First....second....third, The next step*
    - ▸ *Of greater importance*

- **Present only one main point in a paragraph.**

- **Use your time to show what you know.**

  ☑ **NOTE:** Don't write about what you don't know. Instead, use additional examples or explanations to develop your ideas.

- **Use key phrases, words, and statements from your instructor's lectures.**

- **Read over your answer.**

  ☑ **NOTE:** Check your reasoning, spelling, grammar, and penmanship. Teachers may unconsciously give lower grades to answers that are hard to read than to answers that are easy to read.

- **Go over your graded test and use it to plan a strategy for your next test.**

OBJECTIVES 12-16

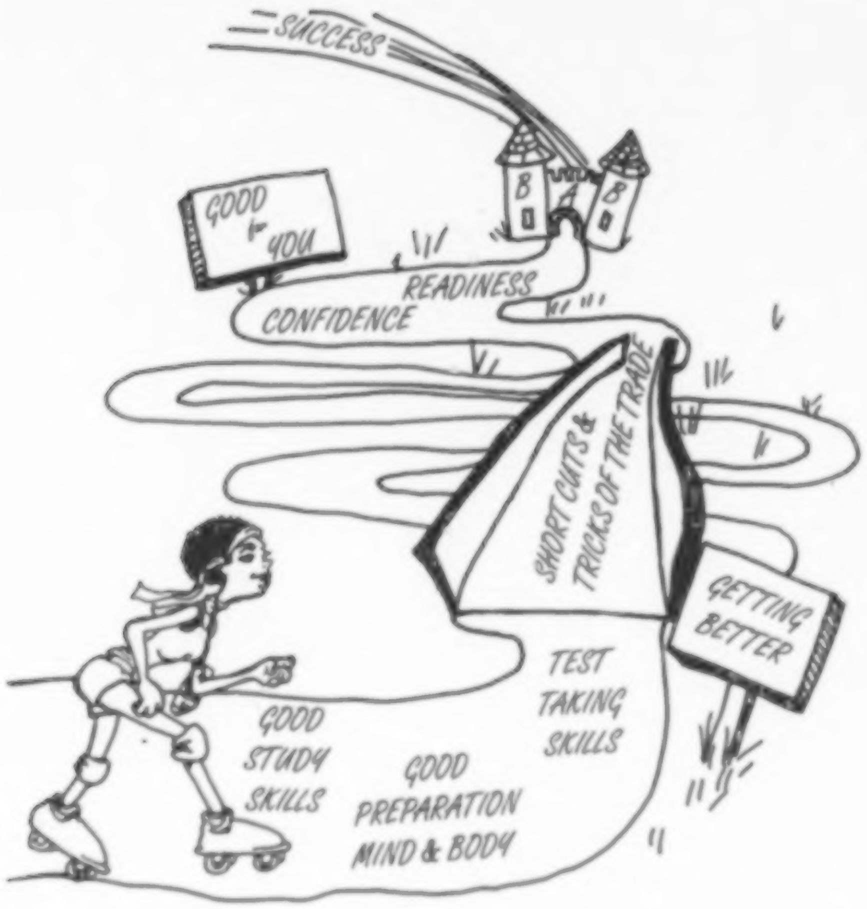
Complete Assignment Sheets 1-5.

A Diagram of Key Ideas (From "Techniques For Classroom Learning")

OVERALL		
☺	🕕	100%
1. Keep a good attitude **Before Class** 1. Read assignment 2. Preview 3. Come prepared to work	**2.** Be on time **During Class** 1. Listen 2. Ask questions 3. Sit up front 4. Take good notes (first letters spell LAST)	**3.** Go to all classes **After Class** 1. Review info 2. Get phone number for Frank or Liz

May be photocopied for student use.

Get Out of Your Rut and on the Right Track


SUCCESS
B
B
GOOD for YOU
READINESS
CONFIDENCE
SHORT CUTS & TRICKS OF THE TRADE
GETTING BETTER
TEST TAKING SKILLS
GOOD STUDY SKILLS
GOOD PREPARATION MIND & BODY

Equipped with the right techniques, you can go farther — faster and easier!

May be photocopied for student use.

ASSIGNMENT SHEET 1

DEVELOPING TECHNIQUES FOR LEARNING

Name ______________________ Score __________

OBJECTIVE 12

Take notes in class.

INTRODUCTION

Taking good notes helps you listen to, learn, and remember the information in the lecture. In a study on notetaking, half the students took notes on a class lecture and half didn't. When they took a test a *week later*, the students who took notes did much better than the students who only listened.

INSTRUCTIONS

Research

- Take notes

Part 1

As your teacher covers today's material, listen for key ideas. Write them in the left column below and on the following page. Use note form and remember to:

1. Use your own words.
2. Keep your notes short – write key words, not sentences.
3. Use a shorthand, but be sure you can read it.
4. Use the right-hand column to write your own comments and questions and to relate the materials to your own experience.
5. Watch for body language to signal important information.

Part 2

1. Read over your notes.
2. Make sure you can read them; if you have any questions, ask your teacher.
3. Think about the information, relate it to something you have learned before or to your own experiences and write yourself notes in the right-hand column.
4. Organize your notes into a pattern that makes sense to you and write it out in the space below.

   ☑ **NOTE:** Writing is the most effective way to remember something. You use your mind and your muscles to work with the new information.

5. Review your notes one other time today.

ASSIGNMENT SHEET 2

DEVELOPING TECHNIQUES FOR LEARNING

6

Name ______________________________ Score __________

OBJECTIVE 13

Complete a reading assignment using a reading system.

INTRODUCTION

Reading with a system can help you learn more in less time than if you read from beginning to end as most people do. Taking good notes on your reading means that you do not have to reread the assignment in order to review and study for your test. Taking notes will help you remember what you read, but thinking about it and relating what you read to what you already know will ensure that you really *learn* what you have read.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Research
- Take notes

Part 1 - Prepare to read your assignment.

1. Write down the reading assignment.
2. Review Objective 5 of the Information Sheet which covers steps for using a reading system.
3. Have all the tools you need on hand.

   EXAMPLE: Your class notebook or looseleaf paper, pencils or pens, a clock or watch

4. Draw a line down the page of your notebook paper $^{1}/_{2}$ to $^{3}/_{4}$ the width of the page.

Part 2 - Procedure

Follow the procedures below and check off each step as you complete it. Answer questions where required.

☑ **NOTE:** These procedures have been tested and are proven to work. After you have used a system for several weeks, you will discover ways to adapt it to your own study habits. Your system will become a learning skill and you will find that you are learning more in less time and with less effort.

1. Survey the whole chapter.

   ___ Title

   ___ Section headings

   ___ Everything printed in such a way as to get your attention

   ___ Pictures, graphs, maps (read titles and all other information)

   ___ Questions at the end of the chapter

   - In a few words, what is the overall purpose of the chapter?

   - How does this chapter fit in with what you've studied thus far?

2. Read quickly until you are full of information, then stop.
3. Put down your book.
4. For 1 minute – 60 seconds – write down the key ideas in the left-hand column.
5. Go over your reading again, then write down any ideas you missed.
6. Say the key ideas or key words out loud.
7. Use a technique for remembering to record the key ideas in your mind.
8. Use the right-hand column to note your associations, reactions, questions, and points that help you relate the reading to what you already know.
9. Repeat steps 2-5 until you have finished the assignment.
10. Organize your notes in some pattern and write them in the space below.
11. Wait 4-10 minutes, then review your notes.
12. Review your notes later today.

ORGANIZED NOTES

ASSIGNMENT SHEET 3

DEVELOPING TECHNIQUES FOR LEARNING

6

Name ______________________________ Score __________

OBJECTIVE 14 **Use techniques for remembering.**

INTRODUCTION

Straight memorizing is the least effective way to remember. Information that is connected to something you know will stay with you much longer.

INSTRUCTIONS

Complete these exercises to help you learn and remember the information presented in the Information Sheet concerning techniques for taking notes in class and techniques for classroom learning. Select an assignment from this class or from another subject area for this activity. Select an assignment that requires you to remember several different facts or concepts, if possible.

Functional Reading
- Use content area vocabulary

Research
- Take notes

1. Counting

☐ How many items do you have to learn? ______________

☐ Write down a key word for each item. ______________

____

____

☐ Put the ideas in groups that make sense to you (no more than four groups.)

☐ How many groups? ________ Count the number of items in each group and write it next to the group.

☐ Make up a way to remember the number of groups and the number in each group.

____

____

2. Association

☐ Choose one group from question 1 and make up associations that you can remember.

____

____

____

____

3. Visualization

☐ Choose a different group from question 1 and make up a visual image. Describe it or draw it.

☐ Key words __________________________________

4. Sounding out

☐ Choose a group from question 1 (if you have more than two groups, choose one you haven't used) and make up a device to sound out the key words in the group.

☐ Key words __________________________________

☐ Sound out __________________________________

____

____

5. Shorten

   ☐ Take the key word from all items on the list and make a mnemonic device.

   ☐ Key words ______________________________

   ____

   ____

   ☐ Mnemonic device ______________________________

   ____

6. Practice writing out techniques for taking notes in class.

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7. Do something else for 10 minutes.

8. Write the techniques for taking notes as well as you can without looking at your notes.

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9. How many did you remember? ______

How many did you forget? ______

10. Write the items you didn't remember on the extra lines below.

____

____

____

11. Make visualization or association devices for these items. Write them down.

12. Review the techniques in this exercise. Choose the ones that worked best for you and use them to improve your learning skills.

☑ **NOTE:** Similar subjects are easier to learn if they are studied in *different* study sessions.

ASSIGNMENT SHEET 4

DEVELOPING TECHNIQUES FOR LEARNING

6

Name ______________________________ Score __________

OBJECTIVE 15

Analyze your techniques for preparing and taking a test.

INSTRUCTIONS

Language
- State ideas clearly

General Relating
- Identify personal values/attitudes

Take a short survey of the way you study for a test and the way you actually take a test. You can compare your present methods (and grades) with your performance after you have studied the unit and learned effective techniques that will make test-taking easier and help you improve your grades.

Part 1

What type of test-taker are you? Write an "X" in the blank that best describes the way you feel. Turn the page to find out what this unit can do for you.

____ 1. I like taking tests and am generally satisfied with my grades.

____ 2. I dread taking a test, but I generally do well.

____ 3. I study and know the material the night before, but I seem to forget what I learned when I take the test.

____ 4. I "freeze up" when I get to the test.

____ 5. I don't study enough and I don't make the grades I know I could make.

____ 6. I study a long time, but I don't do well on tests.

____ 7. I make good grades in the subjects I like and don't do as well in subjects I don't like.

____ 8. I study very little, but I do okay on tests and am satisfied with my grades.

Read the section below that corresponds with the number you checked on page one. You'll find suggestions for how you can use this unit to improve your grades and make test-taking easier.

1. Objectives 7-10 can add to your efficiency in preparing for tests. Objectives 10 and 11 will give you some hints that can help shorten your study time and your test-taking time.

2. Objectives 7-11 will help you be better prepared so that you feel more confident, have less anxiety, and maybe even enjoy taking a test.

3. Use the techniques in Objective 7 to improve your learning during the course. Use the techniques in Objectives 8-10 to help you perform better on the day of the test.

4. Study Objectives 7-11 to increase your confidence. These techniques have been tried and proven by research and used by thousands of students to make test-taking easier and more successful.

5. Your best bet is first to set up and stick to a study schedule. Objectives 7-11 will teach you some "tricks of the trade" that will make your study time pay off and make test-taking easier. Ask your instructor for suggestions on how to improve your study habits.

6. Study for shorter periods over several days. Study Objectives 7 and 8 and check with your instructor for some suggestions on how to improve your study habits.

7. The techniques in Objectives 7-11 can help raise those lower grades. Your teacher may be able to suggest some additional resources to help you study more effectively for the courses you're not as interested in.

8. Even if you don't change your study habits, the techniques in Objectives 7-11 can give you some shortcuts and help you perform better on your tests.

Part 2

1. Answer the following questions about the last test for which you studied.

   a. What was your grade on the test? ____________________

   b. How many days before the test did you begin studying? __

   c. How many hours a day did you study? ______________

d. How many total hours did you study? ____________________

e. What is the hardest part of taking a test for you?

____

____

f. Describe your usual study procedure. How did you study for the test? (From notes? From the book? Did you memorize? Did you write, speak out loud? How many times did you review the same material?)

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____

2. Write an "X" in the blank that best describes how you prepare for a test.

DURING THE COURSE	**Yes**	**No**
I find out exactly what material will be covered on the test.	___	___
I find out what type of questions will be asked (true-false, matching, essay, etc.)	___	___
I take notes on my reading and on classroom lectures.	___	___
I have a study schedule.	___	___
I stick to my schedule.	___	___
I keep my old tests and study them.	___	___
BEFORE A TEST		
I avoid cramming.	___	___
I go to bed early and get a good night's sleep.	___	___
I exercise to get blood to my brain.	___	___
I get my body ready with the proper food.	___	___
I scan my notes lightly.	___	___
I have special activities or "tricks" to help me succeed.	___	___
I stay away from drugs such as alcohol, speed, marijuana, a lot of caffeine, and sugar.	___	___

DURING THE TEST	**Yes**	**No**
I arrive on time with everything I need.	___	___
I listen carefully to instructions and comments from the instructor.	___	___
I scan the entire test.	___	___
I schedule my time.	___	___
I read all instructions and questions several times.	___	___
I answer the easy questions first.	___	___
I mark questions I don't know, I skip them, and come back to them later.	___	___
I guess when there is no penalty for guessing.	___	___
I review the entire test and check my answers.	___	___
I use all the time allowed.	___	___

Totals ___Yes ___No

Name ______________________ Score __________

OBJECTIVE 16

Chart your test-taking track record.

INSTRUCTIONS

Functional Writing
- Complete forms and records

Data Analysis and Display
- Construct graphs

Cognitive Activities
- Collect/record information

Get out of your rut! Complete this chart for the next six tests and watch how you improve your ability to take tests and improve your grades. Be honest with yourself so you can get a true picture of your progress.

Part 1

TEST 1

Course ______________________ Date of test __________

Material covered ______________________________

Scores for types of questions:

____ True-False ____ Matching ____Short answer

____ Multiple choice ____ Fill-in or completion ____ Essay

Check the appropriate square to show whether you used the techniques below.

Yes	No	
		Knew material to be covered
		Knew types of questions
		Took notes on reading and lectures
		Got clues from instructor
		Set up a study schedule
		Used my schedule
		Increased study time in three-hour blocks
		Did not cram

Yes	No	
		Prepared myself to succeed
		Stayed off of drugs
		Arrived on time with everything I needed
		Listened to all instructions
		Scanned the entire test
		Scheduled my time
		Read everything on test several times
		Watched for clue words

Yes	No	
		Reviewed and pre-tested myself with notes
		Exercised on the day of the test
		Ate the proper food on the day of the test
		Scanned my notes lightly before the test

Yes	No	
		Marked questions I didn't know, skipped them and came back to them
		Guessed when there was no penalty
		Reviewed the entire test and checked my answers
		Used all the time allowed

Number of days you started studying before the test

1	2	3	4	5	6	over 6

Number of hours you scheduled for studying for the test

0-3	3-6	6-9	9-12	over 12

Number of hours you actually studied

0-3	3-6	6-9	9-12	over 12

Grade you received __________ Grade you expected __________

How satisfied are you with your performance on this test?

____ Very satisfied ____ Somewhat disappointed

____ Satisfied ____ Very disappointed

What strategies will you use for Test 2? ____________________

____

____

____

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____

TEST 2

Course ______________________ Date of test __________

Material covered ______________________________

Scores for types of questions:

____ True-False ____ Matching ____ Short answer

____ Multiple choice ____ Fill-in or completion ____ Essay

Check the appropriate square to show whether you used the techniques below.

Yes	No		Yes	No	
☐	☐	Knew material to be covered	☐	☐	Prepared myself to succeed
☐	☐	Knew types of questions	☐	☐	Stayed off of drugs
☐	☐	Took notes on reading and lectures	☐	☐	Arrived on time with everything I needed
☐	☐	Got clues from instructor	☐	☐	Listened to all instructions
☐	☐	Set up a study schedule	☐	☐	Scanned the entire test
☐	☐	Used my schedule	☐	☐	Scheduled my time
☐	☐	Increased study time in three-hour blocks	☐	☐	Read everything on test several times
☐	☐	Did not cram	☐	☐	Watched for clue words

Yes	No	
		Reviewed and pre-tested myself with notes
		Exercised on the day of the test
		Ate the proper food on the day of the test
		Scanned my notes lightly before the test

Yes	No	
		Marked questions I didn't know, skipped them and came back to them
		Guessed when there was no penalty
		Reviewed the entire test and checked my answers
		Used all the time allowed

Number of days you started studying before the test

1	2	3	4	5	6	over 6

Number of hours you scheduled for studying for the test

0-3	3-6	6-9	9-12	over 12

Number of hours you actually studied

0-3	3-6	6-9	9-12	over 12

Grade you received __________ Grade you expected __________

How satisfied are you with your performance on this test?

_____ Very satisfied _____ Somewhat disappointed

_____ Satisfied _____ Very disappointed

What strategies will you use for Test 3? ____________________

____

____

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____

TEST 3

Course ______________________ Date of test __________

Material covered ______________________________

Scores for types of questions:

____ True-False ____ Matching ____Short answer

____ Multiple choice ____ Fill-in or completion ____ Essay

Check the appropriate square to show whether you used the techniques below.

Yes	No	
		Knew material to be covered
		Knew types of questions
		Took notes on reading and lectures
		Got clues from instructor
		Set up a study schedule
		Used my schedule
		Increased study time in three-hour blocks
		Did not cram

Yes	No	
		Prepared myself to succeed
		Stayed off of drugs
		Arrived on time with everything I needed
		Listened to all instructions
		Scanned the entire test
		Scheduled my time
		Read everything on test several times
		Watched for clue words

Yes	No	
		Reviewed and pre-tested myself with notes
		Exercised on the day of the test
		Ate the proper food on the day of the test
		Scanned my notes lightly before the test

Yes	No	
		Marked questions I didn't know, skipped them and came back to them
		Guessed when there was no penalty
		Reviewed the entire test and checked my answers
		Used all the time allowed

Number of days you started studying before the test

1	2	3	4	5	6	over 6

Number of hours you scheduled for studying for the test

0-3	3-6	6-9	9-12	over 12

Number of hours you actually studied

0-3	3-6	6-9	9-12	over 12

Grade you received __________ Grade you expected __________

How satisfied are you with your performance on this test?

_____ Very satisfied _____ Somewhat disappointed

_____ Satisfied _____ Very disappointed

What strategies will you use for Test 4? ______________________________

____

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TEST 4

Course ______________________________ Date of test __________

Material covered ______________________________________

Scores for types of questions:

____ True-False	____ Matching	____ Short answer
____ Multiple choice	____ Fill-in or completion	____ Essay

Check the appropriate square to show whether you used the techniques below.

Yes	No		Yes	No	
		Knew material to be covered			Prepared myself to succeed
		Knew types of questions			Stayed off of drugs
		Took notes on reading and lectures			Arrived on time with everything I needed
		Got clues from instructor			Listened to all instructions
		Set up a study schedule			Scanned the entire test
		Used my schedule			Scheduled my time
		Increased study time in three-hour blocks			Read everything on test several times
		Did not cram			Watched for clue words

Yes	No	
		Reviewed and pre-tested myself with notes
		Exercised on the day of the test
		Ate the proper food on the day of the test
		Scanned my notes lightly before the test

Yes	No	
		Marked questions I didn't know, skipped them and came back to them
		Guessed when there was no penalty
		Reviewed the entire test and checked my answers
		Used all the time allowed

Number of days you started studying before the test

1	2	3	4	5	6	over 6

Number of hours you scheduled for studying for the test

0-3	3-6	6-9	9-12	over 12

Number of hours you actually studied

0-3	3-6	6-9	9-12	over 12

Grade you received __________ Grade you expected __________

How satisfied are you with your performance on this test?

_____ Very satisfied _____ Somewhat disappointed

_____ Satisfied _____ Very disappointed

What strategies will you use for Test 5? ____________________

TEST 5

Course ______________________ Date of test __________

Material covered ______________________

Scores for types of questions:

____ True-False ____ Matching ____ Short answer

____ Multiple choice ____ Fill-in or completion ____ Essay

Check the appropriate square to show whether you used the techniques below.

Yes	No		Yes	No	
		Knew material to be covered			Prepared myself to succeed
		Knew types of questions			Stayed off of drugs
		Took notes on reading and lectures			Arrived on time with everything I needed
		Got clues from instructor			Listened to all instructions
		Set up a study schedule			Scanned the entire test
		Used my schedule			Scheduled my time
		Increased study time in three-hour blocks			Read everything on test several times
		Did not cram			Watched for clue words

Yes	No	
		Reviewed and pre-tested myself with notes
		Exercised on the day of the test
		Ate the proper food on the day of the test
		Scanned my notes lightly before the test

Yes	No	
		Marked questions I didn't know, skipped them and came back to them
		Guessed when there was no penalty
		Reviewed the entire test and checked my answers
		Used all the time allowed

Number of days you started studying before the test

1	2	3	4	5	6	over 6

Number of hours you scheduled for studying for the test

0-3	3-6	6-9	9-12	over 12

Number of hours you actually studied

0-3	3-6	6-9	9-12	over 12

Grade you received __________ Grade you expected __________

How satisfied are you with your performance on this test?

____ Very satisfied ____ Somewhat disappointed

____ Satisfied ____ Very disappointed

What strategies will you use for Test 6? ____________________

TEST 6

Course ____________________ Date of test ________

Material covered ____________________

Scores for types of questions:

____ True-False

____ Multiple choice

____ Matching

____ Fill-in or completion

____ Short answer

____ Essay

Check the appropriate square to show whether you used the techniques below.

Yes	No	
☐	☐	Knew material to be covered
☐	☐	Knew types of questions
☐	☐	Took notes on reading and lectures
☐	☐	Got clues from instructor
☐	☐	Set up a study schedule
☐	☐	Used my schedule
☐	☐	Increased study time in three-hour blocks
☐	☐	Did not cram

Yes	No	
☐	☐	Prepared myself to succeed
☐	☐	Stayed off of drugs
☐	☐	Arrived on time with everything I needed
☐	☐	Listened to all instructions
☐	☐	Scanned the entire test
☐	☐	Scheduled my time
☐	☐	Read everything on test several times
☐	☐	Watched for clue words

Yes	No	
		Reviewed and pre-tested myself with notes
		Exercised on the day of the test
		Ate the proper food on the day of the test
		Scanned my notes lightly before the test

Yes	No	
		Marked questions I didn't know, skipped them and came back to them
		Guessed when there was no penalty
		Reviewed the entire test and checked my answers
		Used all the time allowed

Number of days you started studying before the test

1	2	3	4	5	6	over 6

Number of hours you scheduled for studying for the test

0-3	3-6	6-9	9-12	over 12

Number of hours you actually studied

0-3	3-6	6-9	9-12	over 12

Grade you received __________ Grade you expected __________

How satisfied are you with your performance on this test?

_____ Very satisfied _____ Somewhat disappointed

_____ Satisfied _____ Very disappointed

What strategies will you use for future tests?

Part 2

Using the information from Part 1, fill in this chart after each test.

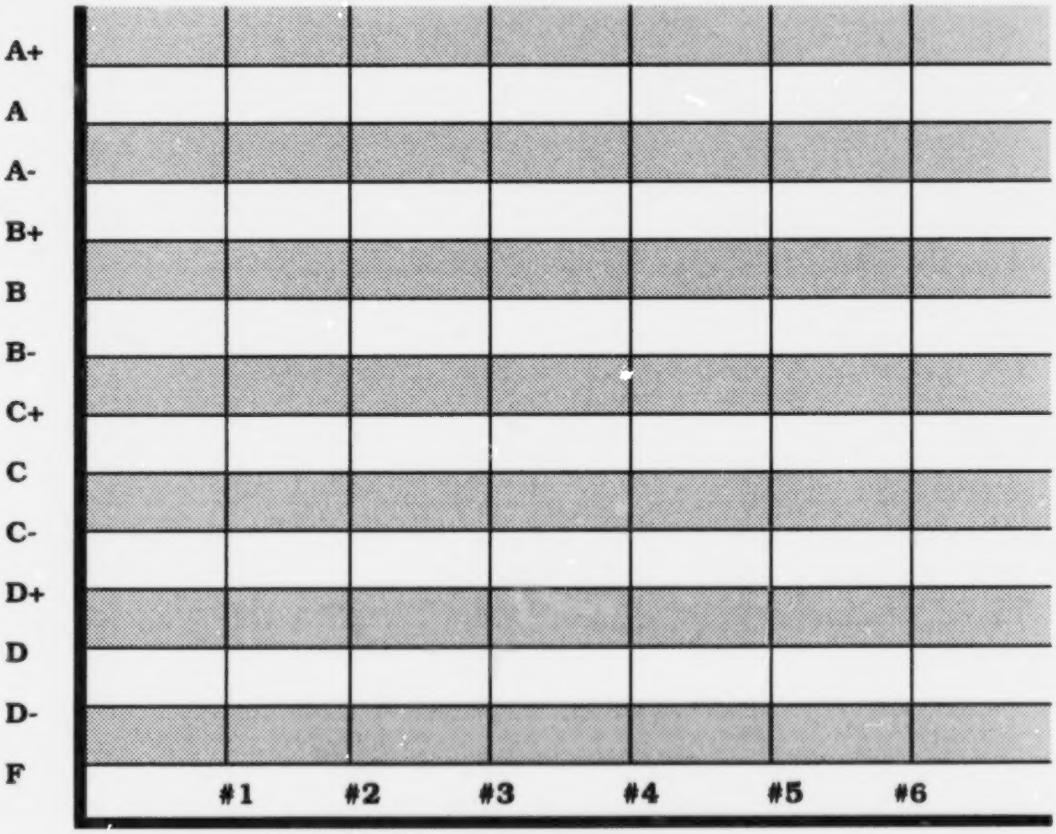
Test #	TECHNIQUES USED		DAYS OF STUDY BEFORE TEST							HOURS OF STUDY					Grade
	# of Yes	# of No	1	2	3	4	5	6	6+	0-3	3-6	6-9	9-12	12+	
1															
2															
3															
4															
5															
6															

Part 3

GRAPH YOUR PROGRESS

Plot your test scores for each test on the graph below.

GRADES



TEST NUMBER

WRITTEN TEST

DEVELOPING TECHNIQUES FOR LEARNING

6

Name ______________________________ Score __________

OBJECTIVE 1

Match terms associated with learning skills to their correct definitions. Write the correct letters in the blanks.

a. remembering
b. key ideas
c. technique
d. mnemonic device
e. learning
f. survey

_____ 1. Examine in a general way; get an overview

_____ 2. A memory aid

_____ 3. Method or procedure used to develop a skill

_____ 4. Gaining knowledge, understanding, or skill by study, instruction, or experience

_____ 5. Main points or important information taken from reading or lecture

_____ 6. Putting facts and ideas into long-term storage in the memory and being able to recall them on demand

OBJECTIVE 2

State techniques for classroom learning. Write ten techniques in the spaces provided.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

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7. ____________________

8. ____________________

9. ____________________

10. ____________________

OBJECTIVE 3

Match techniques for remembering to their correct definitions. Write the correct letters in the blanks..

a. sound out
b. visualize
c. count
d. associate
e. shorten

____ 1. Make a mental picture.

____ 2. Make an image with sound.

____ 3. Take parts of the material, such as key words or the first letters of the items in a list, and arrange them into your own pattern or mnemonic device.

____ 4. Connect new information to something you already know.

____ 5. Learn the number of items involved.

OBJECTIVE 4

State techniques for taking notes in class. Write eight techniques in the spaces provided.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

May be photocopied for student use.

6. ______________________________

7. ______________________________

8. ______________________________

OBJECTIVE 5

Arrange in order steps for using a reading system. Write a "1" in the blank for the first step, a "2" for the second step, and so on.

____ Say the key ideas or key words out loud.

____ Discuss with others.

____ Record it in your mind.

____ Review later, on a regular schedule.

____ Survey the whole chapter or unit.

____ Write down the key ideas immediately.

____ Read quickly until you are full of information, then stop.

OBJECTIVE 6

Select from a list techniques for developing successful study habits. Write an "X" in the blank before each correct answer.

____ 1. Study for short periods and take breaks.

____ 2. Focus your attention on how quickly you can learn the material.

____ 3. Study with the TV or radio on to help focus your concentration.

____ 4. Study until you are tired enough to sleep well.

____ 5. Schedule your study time for four solid hours a night.

____ 6. Schedule a regular, uninterrupted time for studying.

____ 7. Use whatever learning techniques are easiest.

____ 8. Keep candy in your study area.

____ 9. Read all assignments aloud.

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____ 10. Have on hand the tools you need to work effectively.

____ 11. Work in a quiet, well-lit, well-ventilated area.

____ 12. Study through your lunch break so you will be alert and prepared for your afternoon classes.

____ 13. Get or make a course outline and always look for the overall view of the material.

____ 14. Read and re-read all material several times.

____ 15. Stop studying when you get tired or begin making mistakes.

____ 16. Focus your attention on your work.

OBJECTIVE 7

Complete statements about techniques for preparing for tests. Write the correct word or words in the blanks.

1. Find out what ________________ will be covered on the test.

2. Find out what types of ________________ will be on the test.

3. Take good ________________ on reading assignments and class discussion.

4. Listen and watch for ______________________ from the instructor about the material to be covered.

5. Set up and use a ____________ ____________ starting three to six days before the test.

6. Increase your study session by _______ - __________.

____________.

OBJECTIVE 8

Select from a list techniques for preparing for a test. Write an "X" in the blank before each correct answer.

____ 1. Stay off of drugs.

____ 2. Study your notes and re-read the chapter the morning of the test.

____ 3. Get your body ready with the proper food.

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____ 4. Study as long as you can stay awake the night before the test.

____ 5. Scan your notes lightly before the test.

____ 6. Review and pre-test yourself with your notes.

____ 7. Re-read all the required material within three days of the test.

____ 8. Get a good night's sleep.

____ 9. Drink coffee and eat a candy bar or donut for plenty of energy at test time.

____ 10. Allow yourself an extra hour of relaxation time just before the test.

____ 11. Get your body ready with exercise.

____ 12. Wait until the day before the test to make notes on your readings so the information will be fresh.

____ 13. Get plenty of rest the day of the test.

____ 14. Prepare yourself to succeed.

____ 15. Avoid cramming.

OBJECTIVE 9

State techniques for taking a test. Write ten techniques in the spaces provided.

1. ____
____

2. ____
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3. ____
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4. ____
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May be photocopied for student use.

5. ____

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6. ____

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7. ____

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8. ____

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9. ____

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10. ____

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OBJECTIVE 10

Select techniques for answering different types of questions. Write "MC" in the blank if the technique applies to a multiple choice question, "TF" if it applies to a true-false question, "SA" if it applies to a short-answer question, "FI" if it applies to a fill-in question, and "MA" if it applies to a matching question. Some items will have more than one answer.

____ 1. Eliminate wrong answers.

____ 2. Memorize facts.

____ 3. Study lecture notes for key ideas from the instructor.

____ 4. Count the numbers of letters when you are finished to make sure you haven't omitted any or used the same one twice.

____ 5. Watch for clue words such as *all, none, only, always, never, generally, probably, seldom.*

____ 6. The most common connections are: names with achievements or actions; laws or rules with dates, founders, functions; and locations with important events.

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____ 7. Compare similar important ideas, noting similarities and differences.

____ 8. Associate words or terms and facts.

____ 9. Work quickly.

____ 10. Try each answer; then use the one that looks most familiar.

____ 11. Guess if there is no penalty for wrong answers.

____ 12. Use correct terms for the subject area.

____ 13. Clue words include *best, most, least, correct, incorrect,* and similar words.

____ 14. Write what you know and move to the next question.

____ 15. Look for plurals; look for verb clues such as *are or is, have or has.*

OBJECTIVE 11

Describe techniques for taking an essay test. Write ten techniques in the spaces provided. Support each answer with at least one explanation or example. The examples may be taken from your own experience.

1. ____

____

____

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2. ____

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May be photocopied for student use.

3. ______________________________

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4. ______________________________

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5. ______________________________

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6. ______________________________

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7. ______________________________

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8. ______________________________

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May be photocopied for student use.

9. ____

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10. ____

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____

OBJECTIVES 12-16

Evaluated on Assignment Sheets 1-5.

May be photocopied for student use.

ASSIGNMENT SHEETS

OBJECTIVE 12

Assignment Sheet 1.

Part 1 - Evaluated to the satisfaction of the instructor.

A. Check to see that notes are short and focus on major ideas. Credit the use of key words; deduct for full sentences.

B. Notes should have at least these points, although the organization may differ:

☑ **NOTE:** If you use your own lecture, be sure you have a list of main and subtopics.

1. Develop a positive "can-do" attitude.
    - You have to want to learn in order to learn
    - You have to create an interest in learning
2. Use techniques to keep yourself motivated.
    - Relate what you are learning to something important to you
    - Become actively involved in learning
    - Set small realistic goals
    - Invent ways to encourage yourself
3. Make study a habit.
    - Schedule regular times to study
    - Have a regular study area
    - Review material on a regular schedule

☑ **NOTE:** Section 3 was on the board and must be included.

Part 2 - Evaluated to the satisfaction of the instructor.

A. Check to see that the student has organized notes and has written in the right-hand column.

B. Suggested scoring:

12 key ideas	4 points each	48
Notes are brief	8 points	8
Used key words	8 points	8
Readable notes	8 points	8
Organized notes	8 points	8
Related ideas	20 points	20
Total		100

OBJECTIVE 13 **Assignment Sheet 2**.

Evaluated to the satisfaction of the instructor.

OBJECTIVE 14 **Assignment Sheet 3**.

Evaluated to the satisfaction of the instructor.

OBJECTIVE 15 **Assignment Sheet 4**.

Evaluated to the satisfaction of the instructor.

OBJECTIVE 16 **Assignment Sheet 5**.

Evaluated to the satisfaction of the instructor.

WRITTEN TEST

OBJECTIVE 1

1. f
2. d
3. c
4. e.
5. b
6. a

OBJECTIVE 2

Answer should include any ten of the following:

- Develop a positive, "can-do" attitude.
- Attend all classes.
- Be on time.
- Sit where you can see and hear and be seen and heard.
- Read and complete assignments.
- Preview the day's assignment before class.
- Come to class prepared to discuss and ask questions.
- Take careful, readable notes.
- Listen with your full attention.
- Ask questions when you don't understand.
- Review information as soon as possible after class.
- Get to know some other serious students.

OBJECTIVE 3

1. b
2. a
3. e
4. d
5. c

OBJECTIVE 4

Answer should include any eight of the following:

- Be ready with your paper and pen before class starts.
- Use looseleaf paper and write on only one side.
- Write down key ideas only.

- Listen and watch for behavior that "signals" key ideas.
- Pay close attention to opening and closing remarks.
- Write down any idea the teacher repeats.
- Copy diagrams, charts, and graphs from the board.
- Develop a shorthand form of writing that works for you.
- Organize your notes in a pattern that makes sense to you.

OBJECTIVE 5 4, 7, 5, 6, 1, 3, 2

OBJECTIVE 6 1, 6, 10, 11, 13, 15, 16

OBJECTIVE 7

1. material
2. questions
3. notes
4. clues
5. study schedule
6. three-hour blocks

OBJECTIVE 8 1, 3, 5, 6, 8, 11, 14, 15

OBJECTIVE 9 Answer should include any ten of the following:

- Arrive early or on time with everything you need.
- Listen carefully to all instructions and comments from your instructor.
- Ask questions when you don't understand. Go to the instructor during the test if you have a question.
- Scan the entire test.
- Schedule your time.
- Read all instructions and questions carefully, several times.

- Watch for clue words.
- Answer easy questions first.
- Mark questions that you don't know, skip them, and come back to them later.
- Guess only when there is no penalty for wrong answers.
- Review the entire test and check your answers.
- Use all the time allowed.

OBJECTIVE 10

1. MC
2. TF, FI, SA
3. SA
4. MA
5. TF
6. MA
7. MC
8. FI, MA
9. TF, SA
10. FI
11. TF
12. SA
13. MC
14. SA
15. FI

OBJECTIVE 11

Answers should include any ten of the following plus examples to support the techniques:

- Study to get an overview of the material.
- Read directions carefully and underline clue words.
- Budget your time.
- Outline your answer, including examples, on a separate piece of paper.
- Write a clear opening statement of your main idea.
- Provide enough support to demonstrate the idea fully.
- Connect ideas together.
- Present only one main point in a paragraph.

- Use your time to show what you know.
- Use key phrases, words, and statements from your instructor's lectures.
- Read over your answer.
- Go over your graded test and use it to plan a strategy for your next test.

OBJECTIVES 12-16

Evaluated on Assignment Sheets 1-5.

OBJECTIVE SHEET

QUALITY MANAGEMENT SKILLS FOR STUDENT ORGANIZATIONS

7

INTRODUCTION

Quality is not only a good thing to strive for in the work place, it is a requirement for good business. As the business world becomes more and more global in the coming years, it will become increasingly more important to be able to give your customers quality products and services. This unit will introduce you to the concepts of quality management and allow you to practice them in a familiar setting–your student organization.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms related to quality to their correct definitions.
2. Define quality.
3. Discuss the importance of quality.
4. Answer questions about basic principles of total quality.
5. Discuss the customer-supplier chain.
6. Describe common tools used in Total Quality Management (TQM).
7. Give reasons for following a problem-solving process (PSP).
8. List steps in a problem-solving process.
9. List steps in a quality improvement process.
10. Identify customers, suppliers, and outputs. (Assignment Sheet 1)
11. Diagram a customer-supplier chain. (Assignment Sheet 2)
12. Interpret a histogram. (Assignment Sheet 3)
13. Create a histogram. (Assignment Sheet 4)

14. Create a cause-and-effect (fishbone) diagram. (Assignment Sheet 5)

15. Use a problem-solving process to solve a problem. (Assignment Sheet 6)

SUGGESTED ACTIVITIES

QUALITY MANAGEMENT SKILLS FOR STUDENT ORGANIZATIONS

7

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

  ☞ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheets, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms related to quality to their correct definitions.

- Discuss the language of quality with your students.
- Call on individual students to use one of the terms in a sentence. Evaluate the sentences for clarity and correct use of the term.

Objective 2: Define quality.

- Point out that the definition of "quality" *depends on the customer, not on the supplier* of the product or service. Ask students to explain the importance/implications of this concept.

Objective 3: Discuss the importance of quality.

- Explain the importance of quality as a management philosophy. Answer the question "Why Quality?"

- Create a scenario involving the importance of quality.

  1. This scenario has two basic roles: the president/manager of a company or other organization and an employee of the organization. (Create a fictional company or organization from your occupational area or create a fictional community organization.)

  2. Assign pairs of students, with one student in each pair assuming the role of president/manager and the other student assuming the role of employee.

  3. Allow students time to study the information in the unit and in any outside resources.

  4. Direct each pair of students to act out the scenario in front of the class: The president/manager is reluctant to introduce quality concepts; the employee is eager to convince the president/manager of the need for those concepts.

     ☑ **NOTE:** Encourage students to develop their roles. Ask them to describe their character's thoughts and actions before acting out the scenario. Students should also invent realistic "facts" appropriate for the type of organization in the scenario and supporting their points of view.

  5. After the scenarios are completed, ask the rest of the class to discuss the effectiveness of the ideas and arguments presented in each scenario.

- Identify the Malcolm Baldrige National Quality Award as one American award for quality. Obtain copies of the award criteria and point out specific criteria as you discuss the concepts in this unit.

- Ask all students to write a business letter – written or typed – to the president/manager, presenting their reasons why the organization should introduce quality concepts. This requires note-taking by all students during the scenario role-plays as well as a review of business letter styles.

Objective 4: Answer questions about basic principles of total quality.

- Invite a quality specialist or other representative from a local business to speak to the class about quality efforts at his or her workplace.

- Use Transparency Master 1.

Objective 5: Discuss the customer-supplier chain.

- Think of several products or outputs with which students are familiar. Work through the customer-supplier chain for each of the products to help familiarize students with the process.

Objective 6: Describe common tools used in Total Quality Management (TQM).

- Identify the "tools" commonly used to create ideas and collect information in a problem-solving process. State that some of these tools are covered in Assignment Sheets 3-5. Ask students to investigate some of the tools not covered in this unit and report to the class on how to use the tools.

- Use Transparency Masters 2 and 3.

Objective 7: Give reasons for following a problem-solving process (PSP).
Objective 8: List steps in a problem-solving process.
Objective 9: List steps in a quality improvement process.

- Give reasons for following a problem solving-process (PSP).

- Give reasons for using a quality improvement process (QIP).

- Explain that many businesses follow a formal process for solving problems or improving quality in the workplace. The process followed may be similar to the ones presented in this unit, or they may be slightly different.

- Do the following as you present specific PSP steps:
    - ☐ Step 1 – Define a "problem statement" as a two-part statement: the "current situation" part and the "desired situation" part.
    - ☐ Step 2 – Explain that a problem may require a *set* of solutions.
    - ☐ Step 3 – Identify some general criteria as examples. These criteria may include: degree of conformance (to customer requirements), time (how long it will take to carry out the solution), cost of quality (whether the solution will lower the cost of nonconformance), effectiveness, and acceptability (to the people involved).

- Choose a scenario to illustrate each step in the PSP. (Use a problem that relates to your occupation or subject area.) Walk-through each of the PSP steps. State that individuals or groups often do not follow the six steps without backing up and revising earlier steps along the way. Do the same thing for the QIP, outlining how each of the nine steps contributes to the process.

- Emphasize the reliance on *data* in the problem-solving process, both in the identification of the problem and in the choosing of a solution. Discuss how data helps individuals or groups identify the real problem and the most effective solution.

- Give examples of well-written problem statements, or ask students to give examples. Make sure that each statement has the required two parts.

- Be alert for opportunities for students to apply the PSP or QIP in later units of instruction. Ask students to apply the process when specific opportunities come along.

Objective 10: Identify customers, suppliers, and outputs.
Objective 11: Diagram a customer-supplier chain.
Objective 12: Interpret a histogram.
Objective 13: Create a histogram.
Objective 14: Create a cause-and-effect (fishbone) diagram.
Objective 15: Use a problem-solving process to solve a problem.

- Review the instructions and any specific guidelines.

- Make certain any needed materials are available.

- Have students complete Assignment Sheets 1-6.
- Have students volunteer to read aloud the instructions and any special guidelines.
- Return the completed Assignment Sheets to students so they may use them for later reference, if needed.

EVALUATION

Pretest

- Use the unit Written Test for **both** the pretest and posttest. Give the students the pretest before they begin the unit.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving pretests and using the results. Information for ordering this material is included in the Optional Resources section.

Assignment Sheet

- Evaluate students on Assignment Sheet activities if not previously done. Students must repeat an Assignment Sheet until they have mastered the activity.

Posttest

- After they have completed the unit, give students the Written Test again.
- Explain to the students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- You may wish to use the CIMC publication *Measuring Learning and Competency Gains: The Pretest/Posttest Approach* for instructions and suggestions on giving posttests and using the results. Information for ordering this material is included in the Optional Resources section.
- Reteach and retest as necessary to meet individual student needs and state standards for student learning and competency gains.

- Review individual and group performance to evaluate teaching effectiveness. Adjust scope, sequence, or instructional methods for additional lessons as required.

OPTIONAL RESOURCES

- *Measuring Learning and Competency Gains: The Pretest/Posttest Approach.* Stillwater, OK: CIMC, Oklahoma Department of Vocational and Technical Education, 1992. For ordering information call 800-522-5810.

UNIT RESOURCES

- *Design for Total Quality: A Workbook for Socio-Technical Design.* Miller Consulting, 1991.
- *Global Quality: The New Management Culture.* Mercury Books, 1990.
- Maile, Craig. *Quality Oklahoma.* Stillwater, OK: Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education, 1993.
- *Quality in America: How to Implement a Competitive Quality Program.* Business One-Irwin, 1992.

OBJECTIVE 1

Match terms related to quality to their correct definitions.

- **benchmarking** – a process used by many organizations to measure its practices against those of an industry leader

  ☑ **NOTE:** By comparing its practices against those practices considered to be the "best," an organization can identify opportunities for improvement.

- **conformance** – when an output meets the agreed-upon customer requirements

  ☑ **NOTE:** Conformance requires that outputs be measured against actual customer requirements. Work must not be measured against (1) guesses about what the customer wants, (2) what other customers want, or (3) the way business has always been done before.

- **continuous** – ongoing; continual

- **cost of quality** – the total expenses involved in achieving quality, made up of three kinds of expenses: the cost of meeting customer requirements (cost of conformance); the cost of not meeting customer requirements (cost of nonconformance); and the cost of products or services not provided (cost of lost opportunities)

- **customer requirements** – what the customer expects of the output, agreed upon by the customer and the supplier

  EXAMPLE: A student (the supplier) writes an essay (the output) for a teacher (the customer). The teacher's (customer's) requirements for the output may include the length of the essay, the topic, the form (whether written, typed, or oral), etc.

- **customers** – the people inside and/or outside the organization who receive the product that you produce and/or the service that you provide

- **external customers** – the people who receive the final product or service, usually outside the organization; the end-user

- **framework** – the basic structure or structural frame of something

- **global** – worldwide

- **internal customers** – the people who are next in line to receive a product or service from a supplier but who are not the end-users

  EXAMPLE: Assume that you work on an assembly line producing some kind of product. You may be both a customer and a supplier: you are a customer for the person who must give you the semi-finished product on which to work; you are also the supplier for the person waiting for you to pass your work down the line (your customer). The customers inside the company are internal customers; the customers who buy your company's product are external customers.

- **nonconformance** – when an output does not meet the agreed-upon customer requirements

- **output** – the products and/or services produced by a supplier

- **supplier** – a person or group producing an output

- **supplier specifications** – an exact description of what the customer expects and desires expressed in terms the supplier uses in his or her business or profession

- **TQM** – total quality management

OBJECTIVE 2

Define quality.

- Quality means meeting the requirements of both internal and external customers.

OBJECTIVE 3

Discuss the importance of quality.

- **Quality will help American businesses and other organizations succeed in the global marketplace.** Quality improvement practices are already adopted by many companies and organizations around the world (including many in the United States). We have many choices of where to get the products and services we need and want. Today, competition can come from around the block or around the world. Many competitors outside the United States have adopted the principles of total quality, helping them provide better products and services. Americans must also apply quality concepts in order to keep customers and attract new customers.

- **Quality is good business.** Quality increases profits and creates new business by responding to customer requirements. It leads to products and services that customers want and need. "Quality" is defined by the *customer.*

- **Quality acts as a framework for continuous improvement.** Quality improves the performance of the whole organization by providing a way of consistently reviewing all of the processes through which work is done. It makes employees more effective by directing their work toward a common goal: meeting customer requirements.

- **Quality improves the performance of individuals and groups or teams.** The principles of total quality make a measurable difference in the work of every individual or group. As a result, the performance of the total organization improves as well.

- **Quality is required by many end-users of products and services.** Many end-users now require certain quality standards from their suppliers. These standards are important in meeting internal and external customer requirements. Quality impacts cost, conformance, productivity, and efficiency.

OBJECTIVE 4

Answer questions about basic principles of total quality.

- Everyone in the organization is responsible for quality all of the time.

  ☑ **NOTE:** Total quality means "doing the right things right."

- Total quality is a planned, systematic approach to creating excellence in the workplace.

- Actions are directed at satisfying the customer's needs and expectations (customer requirements).

- The success of the organization depends on giving customers what they want.

- Internal customers must be satisfied before external customers can be satisfied.

- Employees must be empowered to identify and carry out improvements in the way they work.

  ☑ **NOTE:** Total quality is based on the idea of continuous improvement of products, services, and processes.

- Actions must be based on facts, so organizations can change from responding to problems to preventing them.

  EXAMPLE: Organizations follow a basic process for solving problems and use specific tools in order to base actions on facts.

- A key role of managers and supervisors is to support the people they supervise in their efforts to improve quality.

  ☑ **NOTE:** Total quality requires top commitment and leadership. It will probably not be possible without commitment and leadership from the top of the organization.

- Total quality is a continuous process.

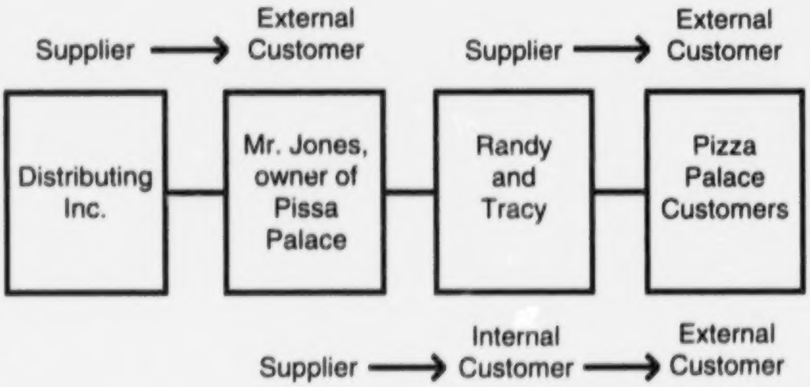
  ☑ **NOTE:** Think of total quality as a journey, not a destination.

OBJECTIVE 5

Discuss the customer-supplier chain

Customers and suppliers work together to supply the product. The customers' needs are met by the supplier. In most cases, there are internal and external customers. Internal customers can be suppliers for other internal customers or for external customers.

Let's look at a sample customer-supplier chain. In our example, Mr. Jones owns Pizza Palace and he buys pizza supplies from Distributing, Inc.. Distributing Inc., is the supplier and Mr. Jones is their external customer. Mr. Jones employs two pizza bakers, Randy and Tracy. Randy and Tracy are Mr. Jones' internal customer and he is their supplier. The people who buy pizzas from Pizza Palace are the external customers and Randy and Tracy are their suppliers. The chain looks like this:

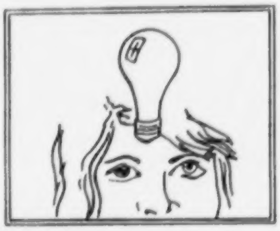

Supplier
External Customer
Supplier
External Customer
Distributing Inc.
Mr. Jones, owner of Pissa Palace
Randy and Tracy
Pizza Palace Customers
Supplier
Internal Customer
External Customer

OBJECTIVE 6

Describe common tools used in Total Quality Management (TQM).

There are many tools used in quality management. The tools discussed here are some of the more common ones used. This listing does not include all of the tools available for analyzing, evaluating, or creating ideas and solutions.

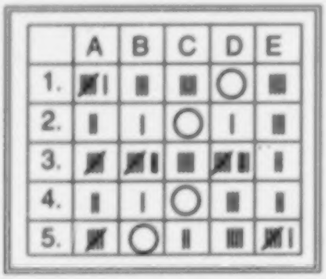
The two most common methods of generating ideas are:



- **Brainstorming** allows group members to generate and call out ideas as quickly as they think of them. Nothing is too wild or creative; no decisions or evaluation of ideas is allowed during the brainstorming. This is a spontaneous activity. One person needs to write all the ideas down. For larger groups, a different approach can be taken to cut down on the confusion. Groups members can write all their ideas on slips of paper which are collected, organized, and posted. Another approach lets members take turns giving ideas in a round robin method.

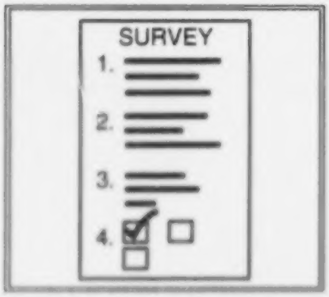
- **Brainwriting** takes the basic concept of brainstorming and builds on it. Members write ideas on a slip of paper, exchange slips, and build on the idea they receive. This method of generating ideas gives more detail and builds on a smaller number of ideas than brainstorming.

Once you have your ideas identified, you need to collect data to support those ideas. Methods for collecting data include:



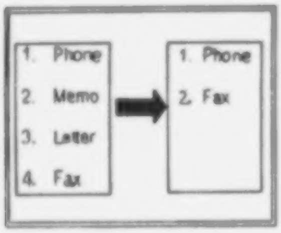
- **Checksheets** record the information by category. Checksheets allow you to track your data in order to give you more information.

- **Interviewing** allows you to gather information from individuals in person or over the phone. It is usually an efficient way to get data, but it can be time consuming when you have several people to interview.



- **Surveying** is similar to interviewing except it is done by questionnaire and you do not have to meet face to face with people. It can be done by mail. A disadvantage of surveying is that people can interpret the questions on the survey differently. This can cause your data to be inaccurate.

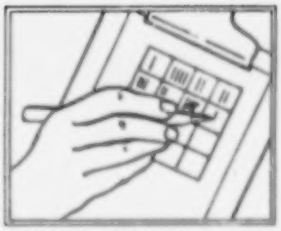
Once you have several ideas generated, you need to narrow them down to the ones that provide the best solution. There needs to be a general agreement within the group on the best solution. Methods of narrowing the field and reaching general agreement include:



- **List reduction** allows you to eliminate some of the ideas you generated during the brainstorming session. The group may need some items on this list clarified and this can be done during list reduction. The group should reach general agreement on which items are the most important or which is the best solution.

POSITIVE FACTORS	NEGATIVE FACTORS

- **Balance sheets** allow members to decide the pro's and con's of the idea, solution, answer, etc. One column is marked for the pro's and one for the con's. The positive and negative aspects of the item in question are then listed in the appropriate column.

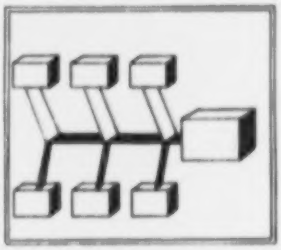


- **Criteria rating forms** allow the group to look at several items or ideas and compare them against the same criteria. This is a weighted rating because the most important factors are worth more points than the less important factors.

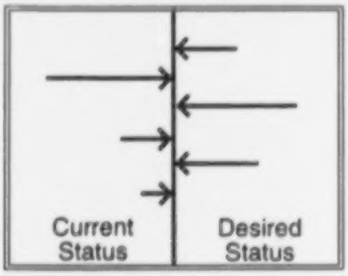
- **Weighted voting** allows all members to voice their opinion without the group having to reach an agreement. This method uses a grid and a point system. It is decided before voting, how many votes each person shall have. All members have the same number of votes. Members may cast all their votes for one idea, or they may cast each for a different idea. All of the votes for each idea are then tallied.

- **Paired comparisons** allow members to see the ideas side by side and evaluate them against one another. Members vote for the option they feel is best in each round and the scores are tallied.

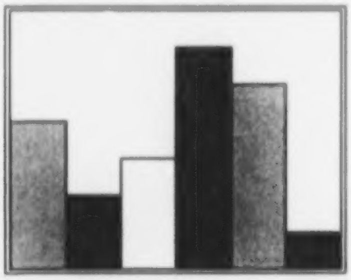
A set of tools can be used to analyze and display the data you have collected. These tools include:



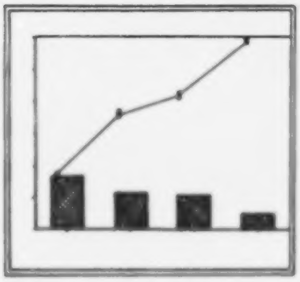
- **Cause-and-effect analysis** is a tool used to analyze the data collected. It graphically illustrates the causes and effects in a fishbone pattern. The effects can be either the problems you are looking at or they can be what you want things to be like after problems are solved. The causes illustrate actual causes of the problem or what points contribute to the solution of the problem (ways to correct the problems).



- **Force-field analysis** is used to illustrate the positive and negative aspects of the information gathered. Positive aspects are listed on one side and negative on the other. You identify the aspects which help solve the problems and those that stand in the way of the solution in force-field analysis. This tool can also be used to illustrate how things currently are on one side of the chart and how you want them to be on the other side.

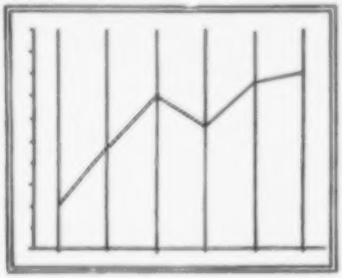


- **Histograms** are tools for displaying data. A histogram is a type of bar graph that is an effective way to display information visually.

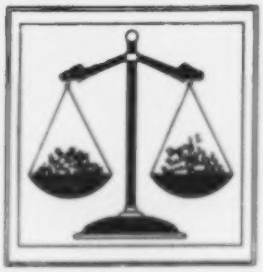


- **Pareto analysis** is used to show inequalities in a whole. The data is ranked and displayed in descending order of time, frequency, importance, etc., with the cumulative effect equalling the whole.

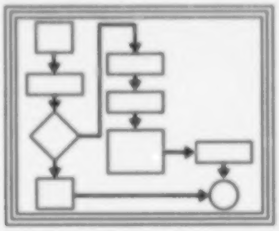
- **Pie charts** display data as sections or slices of a pie. They graphically display how each section relates to the whole.



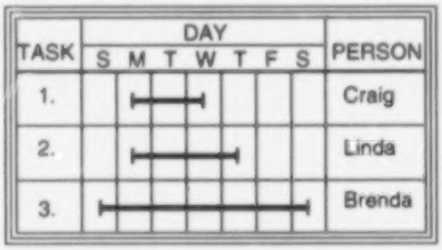
- **Time charts** allow you to show changes over a period of time. These charts can help display causes and effects, fluctuations, or changes over certain periods of time. They can also be used to show how may times something happened in a set period of time. Normally, time is charted on the horizontal axis and frequency along the vertical. Points on the chart are usually connected by a line so fluctuations can easily be seen.



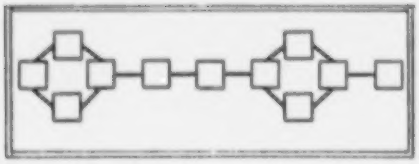
- **Cost-benefit analysis** is used to estimate the costs and benefits of possible solutions. It helps the group determine if the solution is cost effective in relation to the benefits derived. Costs are estimated or calculated and benefits are listed; then a comparison is done to see if the benefits are worth the costs. This tool allows you to see what benefits you will receive for the money spent. Not all solutions can be evaluated in terms of cost versus benefit.



- **Flowcharts** allow you to chart the steps in a project and the order in which they will be done. Inputs, activities, outputs, and decisions are included on the flowchart with specific symbols used for each. Arrows show the direction of workflow.



- **Gantt charts** are used to display schedules of projects. They show the order in which segments of a project must be completed and the relationship between segments. Gantt charts are very useful in charting deadlines because you can see what segments need to be completed before the next can begin and which segments can be done simultaneously.



- **PERT (program evaluation and review technique) charts** are used to chart projects. They help the project coordinator chart the project's path and steps along the path. These charts are used to help the project coordinator manage time and resources.

OBJECTIVE 7

Give reasons for following a problem-solving process (PSP).

- Allows individuals or teams to identify the real problem before taking action

  ☑ **NOTE:** Without a problem-solving process, time and money could be spent on solving *the wrong problem.*

- Provides *data* for identifying problems and supporting possible solutions

- Applies accepted *tools and techniques* to assure that ideas are created and information is collected in a systematic way

  EXAMPLE: Brainstorming, interviewing, weighted voting, cause-and-effect diagrams, pie charts, flowcharts, histograms, cost-benefit analysis, etc.

- Prevents problems from being tackled that are beyond the control of the individual or team

- Helps define problems in detail *before* implementing solutions

- Makes sure that critical people are involved early in identifying, choosing, and planning solutions

- Allows for solutions to be planned and evaluated

  ☑ **NOTE:** A PSP requires solutions be carried out and evaluated according to a plan.

OBJECTIVE 8

List steps in a problem-solving process.

☑ **NOTE:** Many companies use a formal problem-solving process (PSP). The following six-step process is just one model of a PSP. This process can be used to solve everyday problems and workplace problems by individuals or by groups.

1. **Identify the problem.**

   Ask: "What should be changed?"

   Keys:
   - "Current situation" statement that is specific, contains no causes or solutions, and is not too broad
   - "Desired situation" statement that is objective

   Result: A "problem statement" written in two parts: the statement of the "current situation" and the statement of the "desired situation"

2. **Describe the causes.**

   Ask: "What is keeping us from getting to where we want to go?"

   Keys:
   - Problem statement and supporting data (from Step 1)
   - Data identifying the possible causes of the problem
   - Data about each possible cause
   - Data for selecting the key cause(s)

   Result: Problem causes identified, documented, and ranked (in order of importance)

3. **Search for possible solutions.**

   Ask: "How can we make the needed changes?"

   Keys:
   - Problem statement and supporting data (from Step 1)
   - Key cause(s) and supporting data (from Step 2)
   - List of possible solutions

   Result: Possible solutions listed

4. **Choose the solution.**

Ask: "What is the best way to solve the problem?"

Keys:
- List of possible solutions (from Step 3)
- Criteria for evaluating and selecting solutions to try
- A plan for carrying out the solution, including steps, tasks, deadlines, and responsibilities
- Commitment to the plan by the persons responsible for carrying it out
- Measurements for deciding when the problem is solved and how well it is solved

Result: A plan for making the change and tracking progress

5. **Carry out the solution.**

Ask: "Are we following our plan?"

Keys:
- A plan (from Step 4)
- Data for measuring the success of the plan

Result: Solution accomplished

6. **Check the solution.**

Ask: "How well did the solution work?"

"Did the solution create any new problems?"

Keys:
- Data for checking the solution in place

Result: Solution is confirmed or decision to begin the PSP again is reached

OBJECTIVE 9

List steps in a quality improvement process.

☑ **NOTE:** Many companies use a formal quality improvement process (QIP). The following nine-step process is just one model of a QIP. You can use this process in your daily life and at work, alone or in a group.

1. **Identify the end product**—what do you need or want to produce? How is it different from the product you currently produce? Are you developing a new line or improving a current product?

2. **Identify your customer**–know your contact by name. By knowing exactly whom to contact, you are better able to work with your customer to get the needed information and requirements for your product.

3. **Identify your customer's requirements**–you need to know exactly what your customer expects. The requirements must be specific, detailed, and achievable.

4. **Use the customer requirements to identify your specifications**–take the requirements given to you and put them into the language of your business, terms you and your team will understand and be able to use to produce the end product.

5. **Outline the steps you will follow in the production of your product**–are you changing an older process in order to be more efficient? If so, you need to make sure that new or different steps are outlined in detail so you will be able to determine if the new process is more efficient.

6. **Identify and choose measurements and evaluations to use to make sure you are on track**–you need to determine how you will evaluate your progress. Careful selection of measures and other tools will help you gather accurate data.

7. **Determine if your current process is adaptable enough to work when necessary changes are made**–if the changes made are not workable, you will not be able to produce your product.

8. **Evaluate the process and the results**–check to see if your production was improved. Did you meet your customer's requirements? Did you make a profit on the sale of your product? Were the product and process improved? Did you encounter any new problems?

9. **Go back to step one**–see how you can improve even more, how your product can be even better. This is a continuous process. You need to strive for improvement at all times. Can you produce the product faster or cheaper?

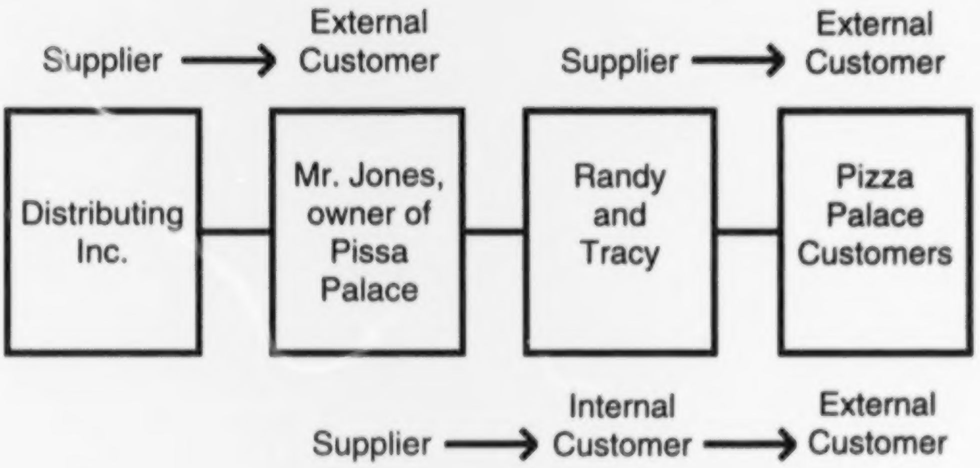
Remember, you are looking for continual improvement, and quality improvement programs such as the one outlined can help you with this task.

OBJECTIVES
10-15

Complete Assignment Sheets 1-6.

TM 1

Customer-Supplier Chain



Supplier → External Customer

Supplier → External Customer

Distributing Inc.

Mr. Jones, owner of Pissa Palace

Randy and Tracy

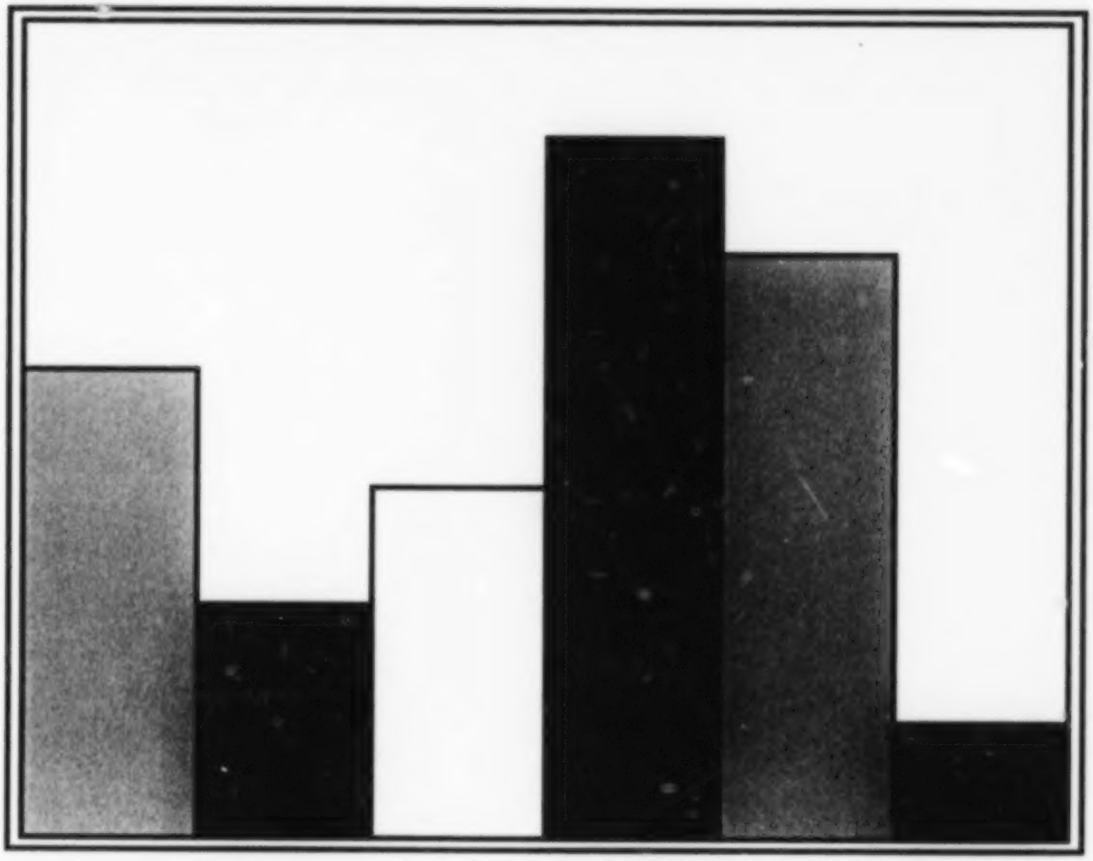
Pizza Palace Customers

Supplier → Internal Customer → External Customer

May be photocopied for student use.

TM 2

Histogram



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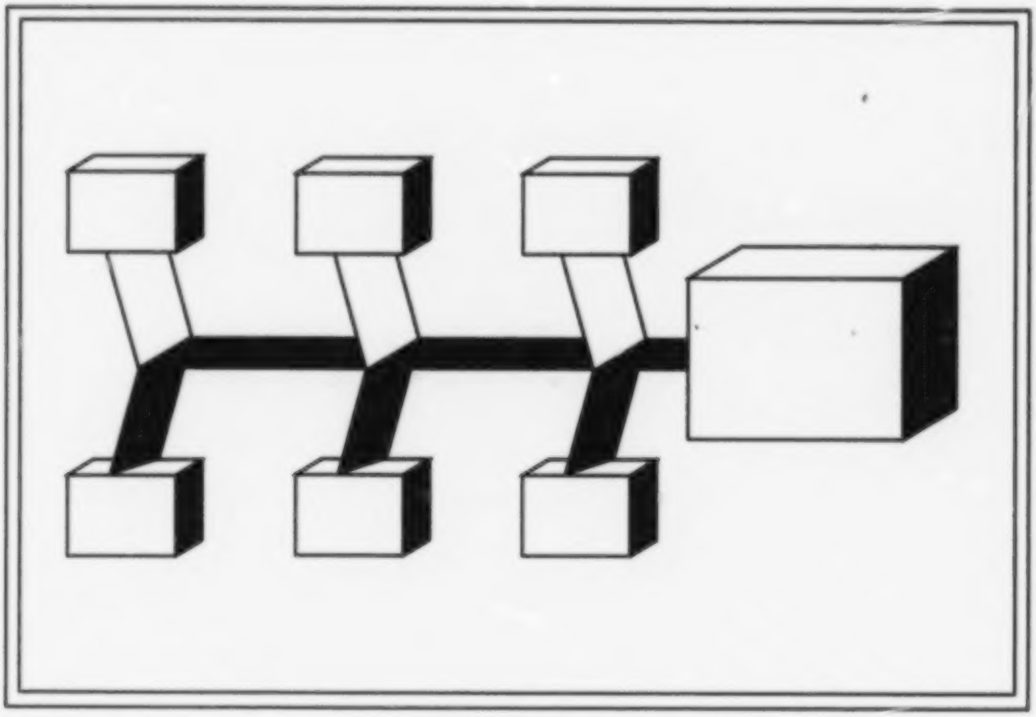
436

Cause-and-Effect Diagram
(fishbone)



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ASSIGNMENT SHEET 1

QUALITY MANAGEMENT SKILLS FOR STUDENT ORGANIZATIONS

7

Name ______________________________ Score __________

OBJECTIVE 10

Identify customers, suppliers, and outputs.

INSTRUCTIONS

Reading Comprehension
- Draw conclusions

Functional Reading
- Follow written instructions
- Use content area vocabulary

Cognitive Activities
- Identify critical elements/issues
- Analyze/synthesize information

1. Read each situation.
2. For each situation, identify the customer (internal and/or external), the output, and the supplier. Write your answers in the blanks following the situations.

   ☑ **NOTE:** Some situations may have both internal and external customers. One person or group may represent both a customer and a supplier. Also, outputs may be products produced or services provided. Read each situation carefully.

3. If you are a customer in any of the situations, write your name in the appropriate blank.

SITUATIONS

1. You are waiting in line to buy a pizza at a fast food restaurant.

   Customer(s): ______________________________

   Output: ______________________________

   Supplier(s): ______________________________

2. A secretary prepares a letter about a company product for a supervisor. The supervisor approves the letter and sends it to the manager, who signs the letter and mails it to Kimberly Smith, who bought the product.

   Customer(s): ______________________________

   Output: ______________________________

   Supplier(s): ______________________________

3. A vocational-technical school offers small business management classes to adult students.

Customer(s): ______________________________

Output: ______________________________

Supplier(s): ______________________________

4. Ann, an employee on an assembly line, attaches part D to the company's product, a computer. The computer moves along the line to Jack, another employee who attaches part E to the computer.

Customer(s): ______________________________

Output: ______________________________

Supplier(s): ______________________________

5. A high school student writes an essay and submits the essay to the instructor.

Customer(s): ______________________________

Output: ______________________________

Supplier(s): ______________________________

6. You mow and edge a neighbor's lawn.

Customer(s): ______________________________

Output: ______________________________

Supplier(s): ______________________________

7. Jennifer, an automotive technician, repairs the automatic transmission on Scott's car.

Customer(s): ______________________________

Output: ______________________________

Supplier(s): ______________________________

8. Your team leader at work asks you to prepare a project timeline and submit it to her tomorrow. You request time and cost estimates from the company's word processing manager, art department manager, and print shop supervisor.

Customer(s): ______________________________________

Output: ______________________________________

Supplier(s): ______________________________________

ASSIGNMENT SHEET 2

QUALITY MANAGEMENT SKILLS FOR STUDENT ORGANIZATIONS

7

Name ______________________________ Score __________

OBJECTIVE 11

Diagram a customer-supplier chain.

INSTRUCTIONS

Select one of the following situations or create one of your own and diagram the customer-supplier chain that the situation represents. Write a short essay outlining how you determined the chain and why you diagramed your customer-supplier chain the way you did.

1. Jan buys a dress from Dillingers. Amanda is a sales clerk and Mark is a buyer for Dillingers. Juan is the marketing representative for Fine Fashions, the manufacturer of the dress. Sally is a dress designer for Fine Fashions and Jack and Marie are the cutter and seamstress for the company.

2. Dan drag races his car on weekends. He has to purchase jets from AutoMotive to jet his carburetor. Lois is the sales clerk at AutoMotive and Michael is the buyer. Michael buys his stock from Major Auto Parts.

3. Darlene is a secretary for Mr. Valdez. Mr. Valdez needs a letter typed and mailed to 500 potential clients. Blank mailing labels, envelopes, and paper are available from Kevin in the office supply department. Darlene needs mailing labels for the mailing, and she works with An Li in the computer department to get a current set of labels printed. When the letters have been typed, stuffed, and labeled, they will be sent to Miguel in the postal department for mailing.

Reading Comprehension
- Draw conclusions

Functional Reading
- Follow written instructions
- Use content area vocabulary

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences
- Compose essays

Cognitive Activities
- Identify critical elements/issues
- Analyze/synthesize information

ASSIGNMENT SHEET 3

QUALITY MANAGEMENT SKILLS FOR STUDENT ORGANIZATIONS

7

Name ______________________ Score __________

OBJECTIVE 12

Interpret a histogram.

INSTRUCTIONS

Functional Reading
- Follow written instructions
- Interpret graphics and symbols

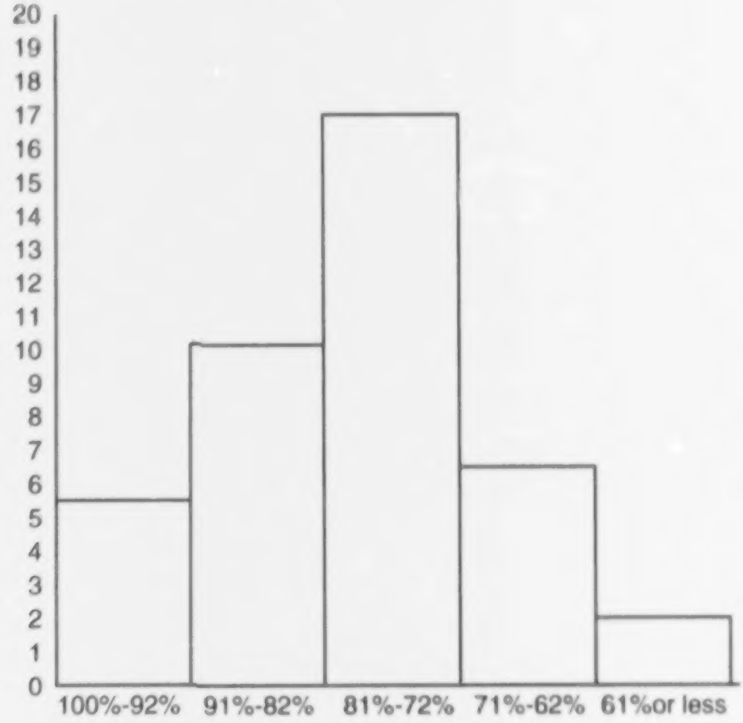
Operation and Calculation
- Calculate with whole numbers

Math Application
- Select/apply mathematical formula

Cognitive Activities
- Analyze/synthesize information

Study the histogram below then answer the questions that follow. The grading scale for the test outlined on the histogram is shown below.

A = 92-100%
B = 82-91%
C = 72-81%
D = 62-71%
F = below 62%



1. How many students received an A on the test? __________

2. How many students took the exam? __________

3. How many students received a failing grade on the test? ____

4. How many students passed the test? ____________

5. How many students made a B on the test? ____________

6. How many students made a C on the test? ____________

7. How many students made a D on the test? ____________

ASSIGNMENT SHEET 4

QUALITY MANAGEMENT SKILLS FOR STUDENT ORGANIZATIONS

7

Name ______________________________ Score __________

OBJECTIVE 13

Create a histogram.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Composition
- Construct graphics and symbols

Operation and Calculation
- Calculate with whole numbers

Data Analysis and Display
- Collect/record data
- Construct graphs

Cognitive Activities
- Analyze/synthesize information

Use the following information to plot the attendance of FFA members attending chapter activities. Create a histogram to display the information graphically. Use the information found in Objective 6 and on Assignment Sheet 3 as a reference to help you complete this exercise.

Type of Event	#	Type of Event	#
Meetings		**Fundraising Projects**	
September	38	Bake Sale	28
October	29	FFA Dance	27
November	35	Slave Sale	23
December	21		
January	26	**Conferences/Competitions**	
February	32		
March	33	FFA Competitive Events	32
April	39	State FFA Conference	47
May	22	National FFA Conference	3
Parties		**Other**	
Halloween	26	AI Seminar	18
Christmas	31	OSU Visitation	16
Spring Fling	36	Field Trip to Rocking T Ranch	25

ASSIGNMENT SHEET 5

QUALITY MANAGEMENT SKILLS FOR STUDENT ORGANIZATIONS

7

Name ______________________________ Score ________

OBJECTIVE 14

Create a cause-and-effect (fishbone) diagram.

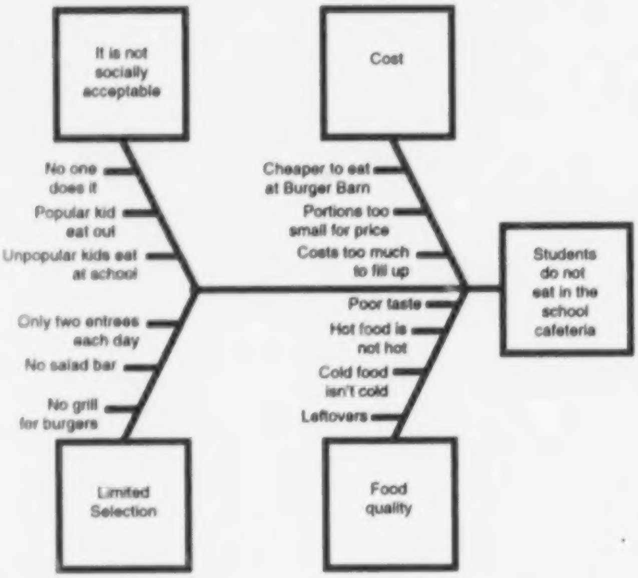
INSTRUCTIONS

Work in groups of four students. Each group should select one of the following problem statements or think of a problem and determine the possible causes and effects of the problem. Use brainstorming or brainwriting techniques to produce possible causes and effects. After all groups have created their cause-and-effect diagrams, each group will present their diagram to the class and discuss how they came up with their diagram. Use the example at the bottom of the page as a guide.

Problem statements:

- Not enough people are involved in recycling.
- We do not have enough members volunteering to work on FFA projects.
- Too many students at XYZ high school have experimented with drugs and alcohol.

EXAMPLE: The students at XYZ high school do not eat in the school cafeteria.


It is not socially acceptable
Cost
No one does it
Popular kid eat out
Unpopular kids eat at school
Cheaper to eat at Burger Barn
Portions too small for price
Costs too much to fill up
Students do not eat in the school cafeteria
Only two entrees each day
No salad bar
No grill for burgers
Poor taste
Hot food is not hot
Cold food isn't cold
Leftovers
Limited Selection
Food quality

Data Analysis and Display
- Construct graphs

Oral Presentation
- Make informative presentations

Interactive Communications
- Work effectively in a group

General Relating
- Participate in group activities

Teamwork/Cooperative
- Generate ideas

Cognitive Activities
- Collect/record information
- Identify underlying causes
- Analyze/synthesize information
- Identify/analyze underlying assumptions
- Draw conclusions
- Create a finished product
- Apply intuitive thinking techniques

ASSIGNMENT SHEET 6

QUALITY MANAGEMENT SKILLS FOR STUDENT ORGANIZATIONS

7

Name ______________________________ Score __________

OBJECTIVE 15

Use a problem-solving process to solve a problem.

INSTRUCTIONS

Review the information on the problem-solving process found in Objectives 7 and 8. This information can be found on pages 20-22 of this unit. Break into groups of four or five. Select one of the problems below or select a problem you currently have within your FFA chapter. Work through the problem-solving process to come up with a solution to the problem. When all groups are finished working through the problem-solving process, each group will give a presentation about their problem and solution. You will be expected to use at least two of the common tools and include them in your report or tell how you used them in the problem-solving process.

Possible problems:

- Too few agricultural education students are members of FFA.
- We have too few involved FFA members to run big projects.
- Our FFA chapter does not have any money in the bank and, we have no fundraisers scheduled until spring.
- Our sausage sale did not make enough money last year to support the chapter.
- The chapter officers do all the work and the general members just observe.

Functional Reading
- Follow written instructions
- Use content area vocabulary

Oral Presentation
- Make informative presentations

Interactive Communications
- Work effectively in a group

General Relating
- Participate in group activities

Teamwork/Cooperative
- Generate ideas

Cognitive Activities
- Identify critical elements/issues
- Define a problem
- Identify underlying causes
- Apply a problem-solving model
- Analyze/synthesize information
- Draw conclusions
- Devise a solution
- Create a finished product
- Apply intuitive thinking techniques
- Evaluate results/outcomes

WRITTEN TEST

QUALITY MANAGEMENT SKILLS FOR STUDENT ORGANIZATIONS

7

Name ____________________ Score __________

OBJECTIVE 1

Match terms related to quality to their correct definitions. Write the correct letters in the blanks.

a. benchmarking
b. conformance
c. continuous
d. cost of quality
e. customer requirements
f. customers
g. external customers
h. framework
i. global
j. internal customers
k. nonconformance
l. output
m. supplier
n. supplier specifications
o. TQM

____ 1. Worldwide

____ 2. A person or group producing an output

____ 3. The people who are next in line to receive a product or service from a supplier but who are not the end-users

____ 4. Ongoing; continual

____ 5. Total quality management

____ 6. The basic structure or structural frame of something

____ 7. A process used by many organizations to measure their practices against those of an industry leader

____ 8. The people inside and/or outside the organization who receive the product that you produce and/or the service that you provide

____ 9. The products and/or services produced by a supplier

____ 10. An exact description of what the customer expects and desires expressed in terms the supplier uses in his or her business or profession

____ 11. The people who receive the final product or service, usually outside the organization; the end-user

May be photocopied for student use.

____ 12. What the customer expects of the output, agreed-upon by the customer and the supplier

____ 13. The total expenses involved in achieving quality, made up of three kinds of expenses: the cost of meeting customer requirements (cost of conformance); the cost of not meeting customer requirements (cost of nonconformance); and the cost of products or services not provided (cost of lost opportunities)

____ 14. When an output meets the agreed-upon customer requirements

____ 15. When an output does not meet the agreed-upon customer requirements

OBJECTIVE 2

Define quality. Write your answer in the space provided.

____

____

____

OBJECTIVE 3

Discuss the importance of quality. Use short essays to discuss the points listed below.

Quality will help American businesses and other organizations succeed in the global marketplace.

____

____

____

Quality is good business.

____

____

____

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Quality acts as a framework for continuous improvement.

Quality improves the performance of individuals and groups or teams.

Quality is required by many end-users of products and services.

OBJECTIVE 4

Answer questions about basic principles of total quality. Write your answers to the following questions in the blanks provided.

1. Who in the organization is responsible for quality?
2. When are they responsible for quality?
3. What is total quality?
4. What are actions in total quality directed toward?

5. What does the success of the organization depend upon?

____

6. Whose requirements must be met first, internal or external customers?

____

7. What must be given to employees so they can identify and carry out improvements in the way they work?

____

8. Why must actions be based on facts?

____

9. What is a key role of managers and supervisors in total quality?

____

10. How long does the total quality process last and why?

____

OBJECTIVE 5

Discuss the customer-supplier chain. Write a short essay in the space provided.

____

____

____

____

OBJECTIVE 6

Describe common tools used in Total Quality Management (TQM). Write your descriptions in the spaces provided.

Brainstorming – ______________________________

____

____

____

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Brainwriting – ______________________________

____

____

____

Checksheets – ______________________________

____

____

____

Interviewing – ______________________________

____

____

____

Surveying – ______________________________

____

____

____

List reduction – ______________________________

____

____

____

Balance sheets – ______________________________

____

____

____

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Criteria rating forms – ______________________________

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____

____

Weighted voting – ______________________________

____

____

____

Paired comparisons – ______________________________

____

____

____

Cause-and-effect analysis – ______________________________

____

____

Force-field analysis – ______________________________

____

____

____

Histograms – ______________________________

____

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Pareto analysis – ________________

____

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____

Pie charts – ________________

____

____

____

Time charts – ________________

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____

Cost-benefit analysis – ________________

____

____

____

Flowcharts – ________________

____

____

____

Gantt charts – ________________

____

____

____

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PERT (program evaluation and review technique) charts – ____

____

____

____

____

OBJECTIVE 7

Give reasons for following a problem-solving process (PSP).
Give seven reasons in the space provided.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____

May be photocopied for student use

OBJECTIVE 8

List steps in a problem-solving process. List the steps involved in a problem-solving process in the space provided.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________

OBJECTIVE 9

List steps in a quality improvement process. List the steps involved in a quality improvement process in the space provided.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
   ____
5. ____________________
   ____
6. ____________________
   ____
7. ____________________
   ____
8. ____________________
9. ____________________

OBJECTIVES 10-15

Evaluated on Assignment Sheets 1-6.

May be photocopied for student use

ASSIGNMENT SHEETS

OBJECTIVE 10

Assignment Sheet 1

1. Customer: you (the student)
   Output: pizza
   Supplier: restaurant

2. Customers: Kimberly Smith, manager, supervisor
   Output: letter
   Supplier: secretary, supervisor, manager

3. Customers: adult students
   Output: small business management classes
   Supplier: vo-tech school

4. Customer: Jack
   Output: computer
   Supplier: Ann

5. Customer: instructor
   Output: essay
   Supplier: high school student

6. Customer: neighbor
   Output: mowing and edging services
   Supplier: you (the student)

7. Customer: Scott
   Output: transmission repair
   Supplier: Jennifer

8. Customers: team leader, you (the student)
   Output: project timeline, time and cost estimates
   Supplier: you (the student), word processing manager, art department manager, print shop supervisor

OBJECTIVE 11

Assignment Sheet 2

Answers will vary depending on the situation selected or created. Use the information included in Objective 5 to determine the accuracy of the students' customer-supplier chains. Answers should be evaluated to the instructor's satisfaction.

OBJECTIVE 12

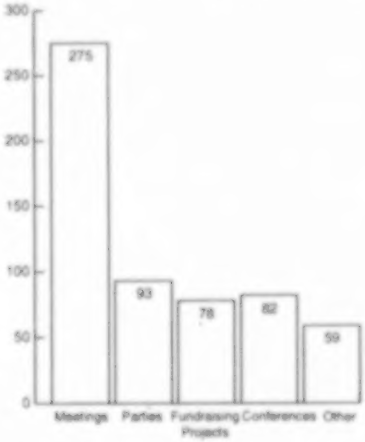
Assignment Sheet 3

1. 5
2. 39
3. 2
4. 37
5. 10
6. 17
7. 5

OBJECTIVE 13

Assignment Sheet 4

The students' histograms should resemble the one below.



OBJECTIVE 14

Assignment Sheet 5

Diagrams will vary depending on the problem statements selected. Refer to the information in Objective 6 dealing with cause-and-effect diagrams. Answers should be evaluated to the instructor's satisfaction.

OBJECTIVE 15

Assignment Sheet 6

Answers will vary depending on the situation selected by the group. Answers should be evaluated to the instructor's satisfaction.

WRITTEN TEST

OBJECTIVE 1

1. i
2. m
3. j
4. c
5. o
6. h
7. a
8. f
9. l
10. n
11. g
12. e
13. d
14. b
15. k

OBJECTIVE 2

Quality means meeting the requirements of both internal and external customers.

OBJECTIVE 3

- **Quality will help American businesses and other organizations succeed in the global marketplace.** Quality improvement practices are already adopted by many companies and organizations around the world (including many in the United States). We have many choices of where to get the products and services we need and want. Today, competition can come from around the block or around the world. Many competitors outside the United States have adopted the principles of total quality, helping them provide better products and services. Americans must also apply quality concepts in order to keep their customers and attract new customers.

- **Quality is good business.** Quality increases profits and creates new business by responding to customer requirements. It leads to products and services that customers want and need. "Quality" is defined by the *customer*.

- **Quality acts as a framework for continuous improvement.** Quality improves the performance of the whole organization by providing a way of consistently reviewing all of the processes through which work is done. It makes employees more effective by directing their work toward a common goal: meeting customer requirements.

- **Quality improves the performance of individuals and groups or teams.** The principles of total quality make a measurable difference in the work of every individual or group. As a result, the performance of the total organization improves as well.

- **Quality is required by many end-users of products and services.** Many end-users now require certain quality standards from their suppliers. These standards are important in meeting internal and external customer requirements. Quality impacts cost, conformance, productivity, and efficiency.

OBJECTIVE 4

1. Everyone in the organization is responsible for quality all of the time.
2. All of the time.
3. It is a planned, systematic approach to creating excellence in the workplace.
4. Actions are directed at satisfying the customer's needs and expectations (customer requirements).
5. The success of the organization depends on giving customers what they want.
6. Internal customers must be satisfied before external customers can be satisfied.
7. Empowerment.
8. Actions must be based on facts so organizations can change from responding to problems to preventing them.
9. A key role of managers and supervisors is to support the people they supervise in their efforts to improve quality.
10. The total quality process lasts forever because it is a continuous process.

OBJECTIVE 5

Customers and suppliers work together to supply the product. The customers' needs are met by the supplier. In most cases, there are internal and external customers. Internal customers can be suppliers for other internal customers or for external customers.

OBJECTIVE 6

Brainstorming allows group members to generate and call out ideas as quickly as they think of them. Nothing is too wild or creative; no decisions or evaluation of ideas is allowed during the brainstorming. This is a spontaneous activity. One person needs to write all the ideas down. For larger groups, a different approach can be taken to cut down on the confusion. Group members can write all their ideas on slips of paper which are collected, organized, and posted. Another approach lets members take turns giving ideas in a round robin method.

Brainwriting takes the basic concept of brainstorming and builds on it. Members write ideas on a slip of paper, then exchange slips and build on the idea they receive. This method of generating ideas gives more detail and builds on a smaller number of ideas than brainstorming.

Checksheets record the information by category. Checksheets allow you to track your data in order to give you more information.

Interviewing allows you to gather information from individuals in person or over the phone. It is usually an efficient way to get data, but it can be time consuming when you have several people to interview.

Surveying is similar to interviewing except it is done by questionnaire and you do not have to meet face to face with people. It can be done by mail. A disadvantage of surveying is that people can interpret the questions on the survey differently. This can cause your data to be inaccurate.

List reduction allows you to eliminate some of the ideas you generated during the brainstorming session. The group may need some items on this list clarified and this can be done during list reduction. The group should reach general agreement on which items are the most important or which is the best solution.

Balance sheets allow members to decided the pro's and con's of the idea, solution, answer, etc. One column is marked for the pro's and one for the con's. The positive and negative aspects of the item in question are then listed in the appropriate column.

Criteria rating forms allow the group to look at several items or ideas and compare them against the same criteria. This is a weighted rating because the most important factors are worth more points than the less important factors.

Weighted voting allows all members to voice their opinion without the group having to reach an agreement. This method uses a grid and a point system. It is decided before voting, how many votes each person shall have. All members have the same number of votes. Members may cast all their votes for one idea, or they may cast each for a different idea. All of the votes for each idea are then tallied.

Paired comparisons allow members to see the ideas side by side and evaluate them against one another. Members vote for the option they feel is best in each round and the scores are tallied.

Cause-and-effect analysis is a tool used to analyze the data collected. It graphically illustrates the causes and effects in a fishbone pattern. The effects can be either the problems you are looking at or they can be what you want things to be like after problems are solved. The causes illustrate actual causes of the problem or what points contribute to the solution of the problem (ways to correct the problems).

Force-field analysis is used to illustrate the positive and negative aspects of the information gathered. Positive aspects are listed on one side and negative on the other. You identify the aspects which help solve the problems and those that stand in the way of the solution in force-field analysis. This tool can also be used to illustrate how things currently are on one side of the chart and how you want them to be on the other side.

Histograms are tools for displaying data. A histogram is a type of bar graph that is an effective way to display information visually.

Pareto analysis is used to show inequalities in a whole. The data is ranked and displayed in descending order of time, frequency, importance, etc., with the cumulative effect equalling the whole.

Pie charts display data as sections or slices of a pie. They graphically display how each section relates to the whole.

Time charts allow you to show changes over a period of time. These charts can help display causes and effects, fluctuations, or changes over certain periods of time. They can also be used to show how may times something happened in a set period of time. Normally, time is charted on the horizontal axis and frequency along the vertical. Points on the chart are usually connected by a line so fluctuations can easily be seen.

Cost-benefit analysis is used to estimate the costs and benefits of possible solutions. It helps the group determine if the solution is cost effective in relation to the benefits derived. Costs are estimated or calculated and benefits are listed; then a comparison is done to see if the benefits are worth the costs. This tool allows you to see what benefits you will receive for the money spent. Not all solutions can be evaluated in terms of cost versus benefit.

Flowcharts allow you to chart the steps in a project and the order in which they will be done. Inputs, activities, outputs, and decisions are included on the flowchart with specific symbols used for each. Arrows show the direction of workflow.

Gantt charts are used to display schedules of projects. They show the order in which segments of a project must be completed and the relationship between segments. Gantt charts are very useful in charting deadlines because you can see what segments need to be completed before the next can begin and which segments can be done simultaneously.

PERT (program evaluation and review technique) charts are used to chart projects. They help the project coordinator chart the project's path and steps along the path. These charts are used to help the project coordinator manage time and resources.

OBJECTIVE 7

- Allows individuals or teams to identify the real problem before taking action
- Provides *data* for identifying problems and supporting possible solutions
- Applies accepted *tools and techniques* to assure that ideas are created and information is collected in a systematic way
- Prevents problems from being tackled that are beyond the control of the individual or team
- Helps define problems in detail *before* implementing solutions
- Makes sure that critical people are involved early in identifying, choosing, and planning solutions
- Allows for solutions to be planned and evaluated

OBJECTIVE 8

1. Identify the problem.
2. Describe the causes.
3. Search for possible solutions.
4. Choose the solution.
5. Carry out the solution.
6. Check the solution.

OBJECTIVE 9

1. Identify the end product.
2. Identify your customer.
3. Identify your customer's requirements.
4. Use the customer requirements to identify your specifications.
5. Outline the steps you will follow in the production of your product.
6. Identify and choose measurements and evaluations to use to make sure you are on track.
7. Determine if your current process is adaptable enough to work when necessary changes are made.
8. Evaluate the process and the results.
9. Go back to step one.

OBJECTIVES 10-15

Evaluated on Assignment Sheets 1-6.